Welcome to your introduction in using design to shape language! This course will build your knowledge and skill in typography through a series of exercises, projects, and lectures. We aim to give you a love of & curiosity for typography and a strong foundation to build your career in Communication Design upon.
LEARNING OBJECTIVES

Understand the role of typography in the visual expression of language—in the capacities of syntax (grammar/structure), semantics (meaning) and pragmatics (legibility/usability). Discover typography both as a vehicle for conveying information across contexts and also as an expressive and interpretive medium. Gain a grounding in the history of typography. Embrace the subject with curiosity, enthusiasm and confidence. Engage in independent study and experimentation.

PROFICIENCY OBJECTIVES

Fundamental understanding of the basic typographic building blocks: the letter, the word, the line, the paragraph, and the page (the grid).

MATERIALS

Required Reading
There are no required books to purchase for this course. Instead, we will provide you with a link to a pdf of required readings and will assign sections of this pdf to be read with each assignment. You will be quizzed upon the material throughout the semester.

Suggested Books
The following books are not required for the course, but come recommended as great resources to check out of the library, add to your permanent design library, put on your wish list, etc. Many professionals refer to several of these throughout their years in practice:

- Letter Fountain by Joep Pohlen (selected portions provided in the pdf; out of print but search for used)
- Typography Workbook: A Real-World Guide to Using Type in Graphic Design by Timothy Samara
- Thinking with Type by Ellen Lupton (2nd edition)

CONTACT INFORMATION
Ben Kiel
ben@typefounding.com
Materials List
- Metal ruler
- X-acto knife
- Mechanical pencil (Paper Mate Sharpwriter in 0.7 mm are great)

Software
- Adobe InDesign

Notes on Course fee:
Ten dollars of the course fee provides for general shop materials (inks, rags, disposal, etc) and binding supplies. The remainder of the course fee ($70) is added to your Papercut account.

WORK & GRADING

Daily Work/Homework
Students are expected to do work outside of class to complete assignments and do readings. Usually you will have a weekly reading, work from class, and a weekly response to complete outside of class. Some outside work will require the use of the studio book during monitor hours; please plan accordingly.

Typography I does demand a significant amount of work outside the classroom, be prepared that your time investment will increase as the complexity of the assignments increases.

Major Assignments:

Descriptions
Letter
Learning the classification and terminology of the parts of letters.

Kerning
Learn to manipulate the space between letters to create harmonious word images.

Poster
Create a series of posters that explore typographic hierarchy.

Chapbook
Explore the relationship between line length and point size, learning how to set text for reading in a variety of different conditions.

Book
Taking all your gained knowledge, design a book around an article dealing with the idea of identity.

Weekly prompt
Each week a prompt will be given to collect visual imagery related to a theme tied to what we are covering in class. Students will turn in a PDF of their response to the prompt weekly, with a final printed version due at the final review.

Preparation
Hexagonal Agnesi with quarters.

Show and Tell
Each week of student will give a short (5-7 minute) presentation on anything you find interesting that is related to typography.

Quizzes
One to two quizzes on the readings and identification of letter anatomy.

Class Participation
Work time in the studio is critical to the successful completion of the class. Students are expected to arrive ready to participate and be fully engaged in the day's coursework during the entire scheduled class period. Meaning, you are ready to provide critique, participate in formal and informal class discussion, and to discuss your work with peers. Headphones isolate you from this dialog and are not allowed in class and will count against your class participation.

Class participation is required and is assessed as a portion of each project grade; assessment is based on being prepared for class and participation in class dialogue.

End of the Semester Reviews
All BFA Communication Design students, beginning with the spring semester of sophomore year will be scheduled for an end-of-semester faculty review directly following the final week of classes. All BFA juniors and seniors in Studio Art will be scheduled for an end-of-semester faculty review directly following the final week of classes. Please note: reviews are optional for students in the BA and Second Major tracks and will be scheduled by request only. If a review is desired, students must notify Kim McCabe (kmccabe@wustl.edu) no later than the midterm mark of the semester. Students must be in two studio courses to be eligible for faculty review.

Course Grading
Grades are determined first and foremost on the successful completion of the assignments. Success is measured by the following criteria: breadth of investigation, strength of concept, communication value, aesthetic quality, thoroughness of completion & finish. Participation in class, discussion, preparedness, punctuality, and attendance will also impact your grade. Course grades are not curved. Work handed in after a critique will result in a lowered grade.

Grades will be issued on a plus/minus scale, using the standard University percentage system (see below for cut-offs).

A Excellent
Superior grasp and application of concepts; high level of exploration, thoughtful presentation of ideas, control and understanding of craft, timely completion of all projects. Serious and consistent effort, commitment, and participation.

B Good
Strong grasp and application of concepts; good quality work that meets and often exceeds the basic criteria of assignment; good effort and participation, evidence of growth.

Office Steinberg 003
Office hours
By appointment only (via email): Monday & Wednesday, noon to 1pm

CONTACT INFORMATION
Ben Kiel
ben@typefounding.com
C Average
Average comprehension of basic coursework and application of concepts, average level of investigation or initiative; some technical problems or trouble with craft; occasional participation.

D Poor
Lowest passing grade. Evidence that concepts are not understood and/or not being applied; poor quality work, course or projects criteria is not fulfilled, weak effort or level of investigation; little or no participation; attendance problems.

Explanation of Grading System
Letter: 25 points (2.5%)
Kerning: 25 points (2.5%)
Poster: 200 points (20%)
Chapbook: 125 points (13%)
Book: 400 points (42%)
Quizzes: 100 points (10%)
Show and tell: 25 points (2.5%)
Weekly prompts: 100 points (10%)

Grade Cutoffs
A  100–94%
A- < 94–90%
B+ < 90–87%
B  < 87–84%
B- < 84–80%
C+ < 80–77%
C  < 77–74%
C- < 74–70%
D+ < 70–67%
D  < 67–64%
D- < 64–61%
F  < 61–0%

Course-Specific Support
The book studio is open daily for monitor hours. Please refer to the posted schedule for open times.

Additionally, Tom Moore serves as our CDES Technologist. He can be contacted through Canvas or by email, tmoore@wustl.edu. He can help with software, computer, and printing issues.

COURSE POLICIES AND INFORMATION FOR STUDENTS

Inclusive Learning Environment Statement
This class places great emphasis on keeping all interactions civil, respectful, and supportive of an inclusive learning environment. We strive to follow the maxim that critique serves the work, not the person who made the work (for more, please see howtocrit.com). Our feedback and interactions are honest and useful, aimed at improving the work being discussed. If you have any questions or concerns about classroom participation and/or dynamics, please speak to me, John Hendrix (Design Area chair), or an advisor.

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

Attendance Policy
Attendance is mandatory and will be documented for all course meetings. Sam Fox students are expected to arrive ready to participate and be fully engaged in the day’s coursework during the entire scheduled class period. Participation in major critiques and reviews by all students is essential to the development of all students. Failure to do so will have an impact on your final grade. Following university policy, class will begin promptly with the start time listed in the undergraduate bulletin.

Each student is allowed two (2) absences, for whatever reason. After two absences, students will receive one full letter grade penalty for each subsequent absence, regardless of the quality of your work. It will be lowered further for each consecutive absence after that. Three late arrivals and/or early departures will equal one absence. If a student misses more than 20 minutes of a class, they are considered absent. Missing a review or critique equals two absences. If a student must miss a critique, please inform the professor beforehand. Any student who misses class is responsible for contacting a fellow student to find out what they missed, for making up all work, and for being prepared for the next class.

If you know that you are going to miss a class let faculty know in advance so necessary arrangements can be made. In case of severe medical or family emergencies, contact the Dean of Students Georgia Binnington as soon as possible.

CONTACT INFORMATION
Ben Kiel
ben@typefounding.com

Typography I
F10 FA 238C
Communication Design
Sam Fox School
Washington University
Fall 2019
Steinberg 011 & Bixby 110
Monday 8:30–11:20
Wednesday 8:30–11:20
Office hours
By appointment only
(via email): Monday & Wednesday, noon to 1pm

Office Steinberg 003

Environment Statement
Bias Report and Support System
STUDENTS
INFORMATION FOR
COURSE POLICIES AND
Syntax and Style
The book studio is open daily for for monitor hours. Please refer to the posted schedule for open times.

Additionally, Tom Moore serves as our CDES Technologist. He can be contacted through Canvas or by email, tmoore@wustl.edu. He can help with software, computer, and printing issues.

COURSE POLICIES AND INFORMATION FOR STUDENTS

Inclusive Learning Environment Statement
This class places great emphasis on keeping all interactions civil, respectful, and supportive of an inclusive learning environment. We strive to follow the maxim that critique serves the work, not the person who made the work (for more, please see howtocrit.com). Our feedback and interactions are honest and useful, aimed at improving the work being discussed. If you have any questions or concerns about classroom participation and/or dynamics, please speak to me, John Hendrix (Design Area chair), or an advisor.

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

Attendance Policy
Attendance is mandatory and will be documented for all course meetings. Sam Fox students are expected to arrive ready to participate and be fully engaged in the day’s coursework during the entire scheduled class period. Participation in major critiques and reviews by all students is essential to the development of all students. Failure to do so will have an impact on your final grade. Following university policy, class will begin promptly with the start time listed in the undergraduate bulletin.

Each student is allowed two (2) absences, for whatever reason. After two absences, students will receive one full letter grade penalty for each subsequent absence, regardless of the quality of your work. It will be lowered further for each consecutive absence after that. Three late arrivals and/or early departures will equal one absence. If a student misses more than 20 minutes of a class, they are considered absent. Missing a review or critique equals two absences. If a student must miss a critique, please inform the professor beforehand. Any student who misses class is responsible for contacting a fellow student to find out what they missed, for making up all work, and for being prepared for the next class.

If you know that you are going to miss a class let faculty know in advance so necessary arrangements can be made. In case of severe medical or family emergencies, contact the Dean of Students Georgia Binnington as soon as possible:

CONTACT INFORMATION
Ben Kiel
ben@typefounding.com
Penalties For Late Work And Requests For Extensions
Late work will incur a 20% penalty for being one class late, with an additional 10% penalty for each subsequent class the work is late. Requests for extensions of up to two class periods may be made in advance of the project due date for all projects save the final project. Students may request one extension for the semester without cause; further extensions are granted based upon circumstances of health or family emergencies.

Grade Dispute Policy
The Sam Fox School aims to provide each student with a fair assessment of their academic work and studio. Students have the right to dispute their overall course grade (not individual assignments) if they believe that grade does not accurately reflect the quality of their work. A grade dispute must be submitted to the faculty member who assigned the grade within 30 days of receipt of the grade. The School stresses that every effort to resolve this dispute be made by the faculty and student involved. A student’s eligibility for advancement in sequential coursework requires timely resolution of the grade dispute. For more information visit https://samfoxschool.wustl.edu/files/Greivance%20Policy_Update%202019.pdf.

Religious Holidays
The Sam Fox School of Design & Visual Art recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

Technology Policies
Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call.

The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

License For Non-Exclusive Right To Reproduce And Distribute
Ben Kiel has non-exclusive right to reproduce and distribute work produced in this class as part of a publication or body of work, which may include products from this course or other works. Students retain ownership of all rights held under copyright. This permission is revocable for 3 months following the conclusion of this course via notification in writing to Ben Kiel.

Ethics/Violations Of Academic Integrity
Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the University’s academic integrity policy: wustl.edu/policies/undergraduate-academic-integrity.html. Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee, and can include failure of the assignment, failure of the course, suspension or expulsion from the University. Additionally, students should If you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask the instructor.

- Always cite sources when ideas are presented and/or language that
was developed by another individual, including material from class lectures and discussions.

- Violation of this policy includes collaborating on assignments where collaboration is not allowed and/or utilizing notes, texts, etc. on any assignment where use of such materials is not allowed.
- Use of unlicensed software or typefaces in the course is considered a violation the policy

**English Language Proficiency**

If English language proficiency is such that the student may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to the instructor who may refer the student to the English Language Program (ELP). ELP is a University-wide resource that provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. Other Academic Assistance resources are available through the Office for International Students and Scholars.

**Reporting Sexual Assault**

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, they will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Jessica Kennedy, the University's Title IX Director, at (314) 935-3118, jw kennedy@wustl.edu. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

**Academic Accommodations**

**Disability Resources** - At Washington University we strive to make the academic experience accessible and inclusive. If you anticipate or experience barriers based on disability, please contact Disability Resources at 314.935.5970, disabilityresources@wustl.edu, or visit our website for information about requesting academic accommodations. See: https://students.wustl.edu/disability-resources/

**Sexual Assault Resources** - The University is committed to offering reasonable academic accommodations (e.g., no contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek criminal or disciplinary action. If you need to request such accommodations, please contact the Relationship and Sexual Violence Prevention Center (RSVP) at rsvp-center@wustl.edu or 314-935-3445 to schedule an appointment with an RSVP confidential, licensed counselor. Information shared with counselors is confidential. However, requests for accommodations will be coordinated with the appropriate University administrators and faculty.

**Bias Reporting**

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

**Mental Health**

Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: https://students.wustl.edu/mental-health-services/

**Center for Diversity and Inclusion (CDI)**

The Center for Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: https://diversityinclusion.wustl.edu/

**Preferred Name and Gender Inclusive Pronouns**

In order to affirm each person’s gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person’s experience of safety, respect, and support. See: https://students.wustl.edu/gender-pronouns-information/, https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/

**Military Service Leave**

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office
of Military and Veteran Services at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: https://veterans.wustl.edu/policies/policy-for-military-students/.

Health and Safety
Because of the variety of equipment in the Kranzberg Illustrated Book Studio, you must wear close-toed shoes in the studio. Likewise, any loose clothing should be tied tight when using the equipment. You are not allowed to leave class until the press area is clean. It is the entire class’ responsibility to keep the studio clean.

Printing
Printing is handled by the Papercut system. You must download and install the new Papercut driver to have access to the CDES printers.

The cost for printing is:
- Color print 25¢
- B&W print 4¢

Most of your printing is B&W for this class, but B&W is not selected as the default, you must change your print setting to print in B&W get the 4¢ per page cost. For this course your Papercut account has had your $70 print fee credited. This amount represents an average print use for the course. Students are responsible for paying any additional print costs above and beyond this amount. Any unused funds not used within a semester may be carried over to the next semester.

Note: Refunds for printing are not done unless there are clear errors on the part of the printer and students must submit a help ticket.

Digital Archive (Box) Submissions
By the start of the class following a project deadline, every student is required to upload a digital copy (or photographs, if applicable or if they are better representations) of their assignment in the appropriate Box folders. Not doing so counts as turning in your assignment late. This record may be used by the school in promotional material.

Resources for Students
For information on all available student resources, including disability accommodations, campus safety, mental health resources, writing assistance, grievance procedures, and much more, please go to https://insidesamfox.wustl.edu/students/advising/student-campus-resources/

St. Louis things to know


Saint Louis Art Supply, stlartsupply.com: Also in the Central West End, walking distance from Left Bank Books. Locally owned, competitive prices, cafe/coffee in store.

Contemporary Art Museum (CAM), www.camstl.org: No permanent collection, each season is a new crop of contemporary art.

Pulitzer Foundation for the Arts, www.pulitzerarts.org: Next to CAM is Tado Ando’s building for the Pulitzer. Visit for the art, stay for the building.

Saint Louis Art Museum, www.slam.org: If you haven’t been, why not?

The City Museum, www.citymuseum.org: If you haven’t been, why not?

AIGA STL, stlouis.aiga.org: The local chapter of the AIGA, the professional organization of design. Hosts many local design events.

Cherokee Street: One of Saint Louis’s vibrant neighborhoods. Tacos to vintage shops.

The Luminary, theluminaryarts.com: On Cherokee street, a artist run gallery and studio space.

Disclaimer
The instructor reserves the right to make modifications to this information throughout the semester.