

## Project 3 Type Specimen Booklet

Design and produce a 16-page “specimen” for a typeface. A type specimen is a booklet that demonstrates the range of a typeface, applied to headlines and text in a variety of sizes. Each variation of the typeface should be labelled on the page. Type specimens have existed for centuries to help designers pick a font for a project. Type specimens today can be wildly flamboyant or classical in their approach.

Choose a typeface for your project that has a many usable style variations for contrast.

Project from *Thinking with Type* by Ellen Lupton

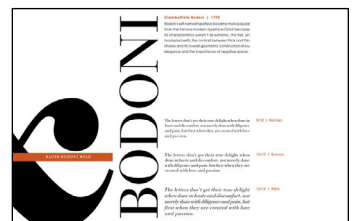
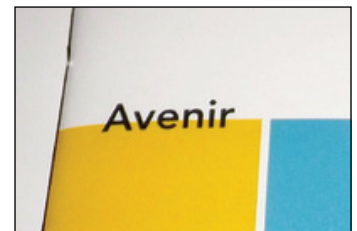
### Required deliverables and contents of your book:

1. Eight hand rendered solutions (2 worksheet pages) scanned and uploaded to Blackboard
2. A “folding dummy” that clearly shows where each of the components will go. When it is unfolded it will be a guide for imposition.
3. A rough digital solution for critique created using InDesign saved as a multiple-page PDF uploaded to Blackboard and shared drive.
4. A finished digital solution for critique created using InDesign saved as a multiple-page PDF uploaded to Blackboard and shared drive.
5. A printed trimmed and assembled booklet

*Important note:* Craftsmanship and accuracy count as well as thorough research into the history of the font. For example who designed it? When? Where would it be used appropriately and why?

You must choose a typeface from the following list:

- Avenir
- Baskerville
- Bodoni
- Franklin Gothic
- Frutiger
- Futura
- Glypha
- Helvetica Neue
- Korinna
- Lubalin Graph
- Meta Serif
- Univers



This assignment is based partially on an original exercise by Ellen Lupton from *Thinking With Type*

Adapted 4/28/16 by Frank Houlihan, MFA, Ed.D.

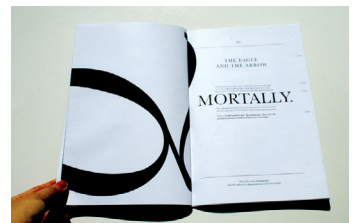
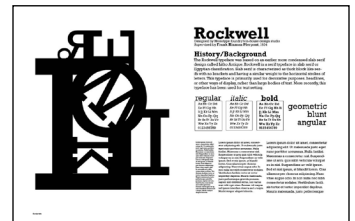
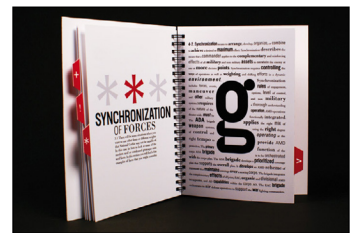
**This project will be broken into parts:**

- Week 4 Class 2:** Students will choose a font and begin to create rendered design solutions of a cover and layout done in pencil. These two pages must be scanned and uploaded to blackboard - Week 5 (worth 10 pts - required weekly exercise score)
- Week 5 Class 1:** Students will present their folding dummy and electronically rendered rough composition solutions to the instructor. (worth 10 pts - and 30% of project grade / 3% overall course grade)
- Week 5 Class 2:** Students present their revised booklets in class. 16 page 5"x5" compositions saved as PDF critiqued and uploaded to Blackboard. (worth 10 points and 40% of project grade / 4% overall course grade)
- Week 6 Class 1:** Students will review with instructor, revise and print their compositions as imposition layouts.
- Week 6 Class 2:** Students will present their final compositions as pdf in reader spreads. Finished assembled booklets due next class. (worth 10 points and 40% of project grade / 4% overall course grade)

**Course Competencies / Learning Objectives for this Project:**

The following concepts will be covered:

- Develop a greater understanding of type as image
- Develop facility in computer type usage and distinguish between traditional and computer based type.
- Create professionally acceptable pencil and marker layouts for subsequent electronic application.
- Evaluate and discuss electronic visual solutions using graphic design criteria.
- Use page design, digital imaging and illustration computer programs to prepare layouts, composition and comprehensive executions of single and multiple page documents. Please see the assessment rubric for grading on subsequent pages for more specific information.



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### Project Grading

**IMPORTANT NOTE** – As indicated in the class syllabus, this project is worth 10% of your overall grade. Some parts of this project will be uploaded to be included in the weekly required assignment exercises that equal another 15% of your overall course grade.

### Project Segment Grading Rubric

- Fulfillment of design premise/instructions ..... 25%
- Creativity/Originality ..... 25%
- Technical proficiency/execution/draftsmanship . 25%
- Presentation (live, printed and digital) ..... 25%

#### QUANTITATIVE & QUALITATIVE ASSESSMENT DETAIL

10-9.5 Points	9-8.5 Points	8-7.5 Points	7-6.5 Points	Below 6 Points
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A	B	C	D	F
Excellent	Above Average	Average	Below Average	Unsatisfactory
Outstanding	Very Good	Good	Needs Improvement	Poor
Exemplary	Commendable	Acceptable	Barely Acceptable	Unacceptable

#### QUALITATIVE ASSESSMENT DETAIL

##### *Week 5 Hand drawn rendering and ideation, preliminary pencil drawings*

- A: The student created an exceptional rendering & layout. The compositions are high craft.
- B: The student created a very good rendering & layout. The compositions are very good craft.
- C: The student created a good rendering & layout. The compositions meet professional standards.
- D: The student did not understand the concept or work was incomplete. Not yet acceptable craft
- F: The presentation was incomplete or not made at all. The student showed poor craftsmanship; evidence of laziness or lack of understanding. The project does not meet essential learning objective goals and is unsatisfactory / poor / unacceptable.

##### *Week 5: Folding dummy and electronic layout and PDF (ALL 6 required items)*

- A: The student did a creative / technically accurate. Excellent professional quality craftsmanship and thoroughness.
- B: The student did a creative and mostly accurate. Above average craftsmanship and thoroughness.
- C: The PDF was average / acceptable. Average craftsmanship but meets industry standards.
- D: The student showed below average craftsmanship, and lack of pride in finished work. Poor execution with missing elements.
- F: The student showed poor craftsmanship; evidence of laziness or lack of understanding. The project does not meet essential learning objective goals and is unsatisfactory / poor / unacceptable.

##### *Week 6: Finished assembled booklets and final PDF*

- A: The student did a creative layout and technically accurate artboard. Excellent professional quality craftsmanship and accuracy in creating the PDF
- B: The student did a creative and mostly accurate PDF layout. Above average craftsmanship and thoroughness.
- C: Average craftsmanship and industry standard execution, however, the PDF was not compelling.
- D: The student showed below average craftsmanship, and lack of pride in finished work. Poor execution and thoroughness.
- F: The student showed poor craftsmanship; evidence of laziness or lack of understanding. The project is incomplete and does not meet essential learning objective goals.

**Worksheet for Week 5 Hand Drawn Ideation (scan and upload to Blackboard):**

Name \_\_\_\_\_ :

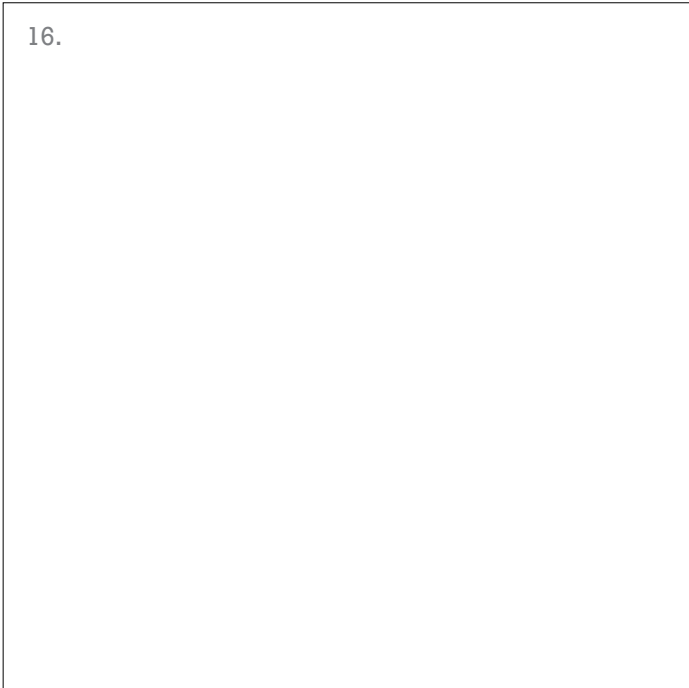
Ideation: In the boxes below render sketches of your booklet. Typeface: \_\_\_\_\_

*Contents of your book MUST CONTAIN:* **1- Cover and inside covers** - You may choose to wrap your book in a paper jacket. Think creatively about materials. **2- Half-title page** - This is the first page of the actual book. It can be blank, or it can contain an element from the cover or from the full title page. **3- Title page** - This is the first full spread inside your book. It should include your title, your name as editor and designer, the year of publication, and the name of this course, and credits. (2 pages / 1 spread) **4-Table of contents** This provides a map to the interior of your book. It could be simple or quite complex. (1 or 2 pages) **5-Main content of book** (10 pages / 5 spreads) **6-Colophon** back cover. Many books have a colophon at the back, which describes the typefaces used and the paper or printing method.

Back Cover \_\_\_\_\_

Cover \_\_\_\_\_

16.



1.



Inside Front Cover \_\_\_\_\_

Half Title Page \_\_\_\_\_

2



3.



**Worksheet for Week 5 Hand Drawn Ideation (scan and upload to Blackboard):**

Name \_\_\_\_\_

Part one: In the boxes below render sketches of your concepts for your booklet.

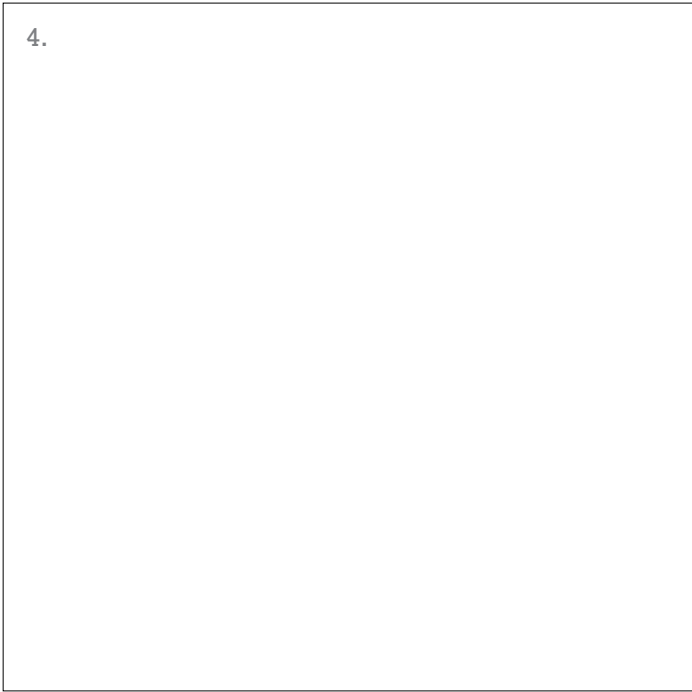
Notes about the typefont / styles / weights / folding / binding and other production issues: \_\_\_\_\_

\_\_\_\_\_

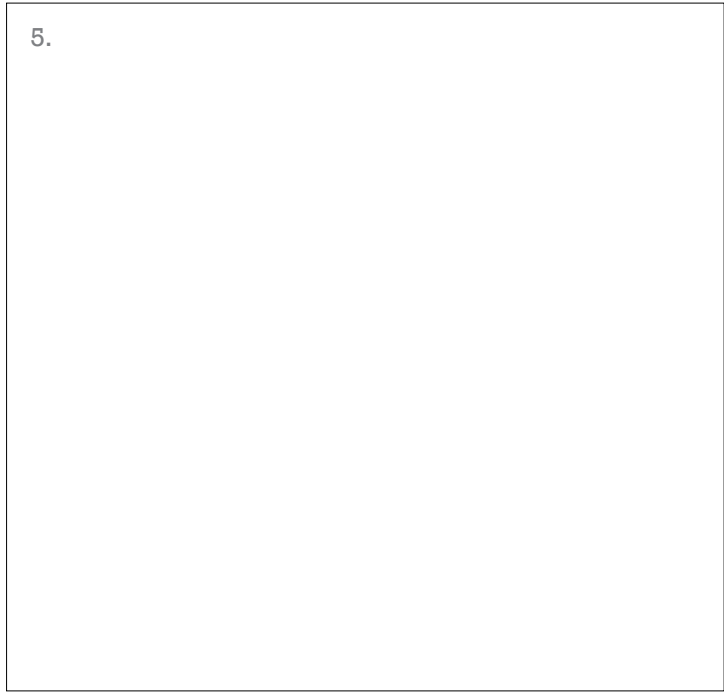
\_\_\_\_\_

Sample Spread \_\_\_\_\_

4.

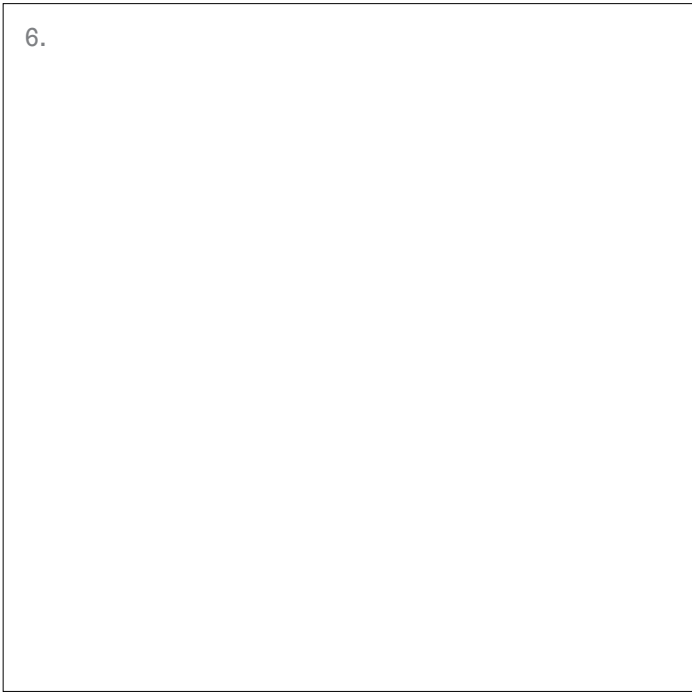


5.



Sample Spread \_\_\_\_\_

6.



7.

