



Alisa Burzic

Course Information

<i>Course Prefix, Number, Section</i>	<i>ARTS 3363</i>
<i>Course Title</i>	<i>Typography, Technology and Image</i>
<i>Term</i>	<i>Fall 2025</i>
<i>Days & Times</i>	<i>Monday 1:00-3:45 pm</i>

Professor Contact Information

<i>Professor</i>	<i>Lorraine Tady</i>
<i>Email Address</i>	<i>Lorraine.tady@utdallas.edu (subject line, TTI)</i>
<i>Office Location</i>	<i>ATC 4.903</i>
<i>Office Hours</i>	<i>Monday, Tuesday 4-5 pm, Wed 6-7 pm; and by appointment via MS Teams</i>
<i>Other Information</i>	<i>Emails received M, T, W /expect a reply within 24 hours.</i>

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Students should have a working knowledge of Photoshop or Illustrator or similar. All assignments are *completed* as digital works. Thumbnails in the form of traditional non-digital media are required at the start of each project. Furthermore, *work in progress* in the form of digital work is expected prior to final critique/project due date. Prerequisites: [ARTS 1316](#) or [ARTS 2316](#) or [ARTS 2350](#) or [ARTS 2380](#) or [ARTS 2381](#).

Course Description

[ARTS 3363](#) - Typography, Technology, Image (3 semester credit hours) This Intermediate/Design II course explores the concepts and techniques of design as manifest in history and emerging in contemporary experimental design practices. The course emphasizes the use of technology and explores individual vision, creative variation strategies, and command of the visual language (allowing one to communicate visually, providing content and attitude overtly or covertly).

This course is a studio workshop. It provides a student with opportunities to explore the challenges of visual design communication through color, text and image (an important endeavor considering the emphasis on visual language in our contemporary world.) This class encourages all individuals (non-majors, designers, visual artists) to strengthen and grow their artistic sensibilities in visual design. Small lab projects and larger, more resolved and developed works will investigate:

- (1) The elements and principles of design as applied to complex problems.
- (2) Projects exploring the language of, concepts in, and the history of design.
- (3) Strategies for idea development and problem solving
- (4) Current design dialogues.
- (5) Contemporary design
- (6) Design and practice in art and everyday life
- (7) 2D influences on 3D design

Student Learning Objectives/Outcomes

1. Students will explore the subject of typography, color, logos and poster design in visual art and design, developing a broader understanding of the history and meaning of design in culture, various artistic practices, and contemporary visual arenas.
2. Students will build a portfolio showing practice with creative problem solving in typography, color, logos and poster design. Implementing various mediums and strategies towards a digital result, students will enhance their skill and understanding of visual communication, color theme and manipulation, and personal vision.
3. Students will manipulate the design elements and the visual language to communicate their message as well as strengthen their verbal skills through analysis and communication of intent.

Required Textbooks

E-learning. Assignments and project research links are required for looking/reading.

Required Materials

The course projects have both *hands-on* (tactile strategy, pencil to paper drawing) and fully *digital* components.

All work for review and final work is digital and turned into class Comet BOX name folders.

Traditional materials:

Small GRID notebook/sketch pad required
cheap BIC or Pentel 0.7 mechanical pencil, suggested

tracing paper; ink, ruler, triangle are helpful

Digital materials:

Students may use Adobe Creative Suite (Illustrator, Photoshop, recommended) or similar digital programs to complete assignments.

Computers with Photoshop, Illustrator and scanners may be utilized in our classroom and Computer Labs ATC 3.902A and 2.302

Tablets can be checked out - go to ATC 2.302

If a printed poster is required, the copy center <https://services.utdallas.edu/print/> has reasonable prices.

Storage of large digital files may require additional flash drive or other storage devices.

File size– average recommended size is 8x6 inches at 300 dpi; JPG, TIFF, PNG, GIF, PDF files vary according to project.

Adobe Illustrator tutorial: <https://www.youtube.com/watch?v=Ib8UBwu3yGA>

This course does not focus on "how to" segments in class with the software. Students may update skills with tutorials. Students with some familiarity of digital platforms and continued practice outside of the classroom have succeeded in the assignments.

Digital camera phones may augment the assignments

Free Adobe Apps for Phone or iPad/Tablet (supplemental- upload to PS to develop):

Adobe Draw

Adobe Sketch

Adobe Photoshop Mix

Concepts - not an Adobe app, but a vector drawing program that allows you to work in layers.

Freeware:

<https://inkscape.org/>

<https://www.blender.org/>

<https://www.photopea.com/>

Check out free trials:

Photoshop & Adobe Creative Suite free trials

Glyphs mini trial at <https://glyphsapp.com/buy>

Suggested Readings/Texts

E-Learning lists multiple readings and links for information.

Meggs' History of Graphic Design, Fourth Edition, by Philip B. Meggs and Alston W. Purvis

Thinking with Type available [online pdf on e-learning](#), a classic by Ellen Lupton

Making Fonts: A comprehensive guide to professional type design (for use with Glyphs) by Chris Campe and Ulrike Rausch

Extra Bold: A feminist inclusive anti-racist nonbinary field guide for graphic designers by Lupton, Kafei, Tobias, Halstead, Sales, Xia, Vergara

Baseline Shift: Untold Stories of Women in Graphic Design History edited by Briar Levit

Typography Workbook: A Real-World Guide to Using Type in Graphic Design by Timothy Samara

Designing Brand Identity: An Essential Guide for the Whole Branding Team by Alina Wheeler

The Visual Display of Quantitative Information and other books by Edward R. Tufte

100 Ideas that Changed Graphic Design by Veronique Vienne

<https://eyeondesign.aiga.org/> and <https://www.commarts.com/>

Assignments & Academic Calendar

Topics, Reading Assignments, Due Dates, Exam Dates

SUBJECT TO CHANGE

LECTURE EXAMPLES MAY CONTAIN MATURE CONTENT

MONDAYS 1-3:45

August 25

First class: Introduction of expectations, material requirements and individual goals and objectives. Review e-learning and BOX.

Introductory lecture and discussion of *Helvetica* by Gary Hustwit. "*Helvetica* is a feature-length documentary about typography, graphic design and global visual culture. It looks at the proliferation of one typeface as part of a larger conversation about the way type affects our lives." (Hustwit.com)

Suggested e-learning links: Eye on Design/AIGA; Communication Arts; Ray Gun and Émigré archives; pdf of Ellen Lupton's Thinking with Type.

Assign: Project 1 – Designer, Design or Typeface/font example:

Set up BOX "First Name, Last Name" folder in our class folder, and within your name folder, create the first "Project 1" folder, with this assignment inside:

In a word doc or pdf with link or image share an example image of a favorite designer, logo (good or bad), design, or typeface you love

Also, WATCH Adobe Illustrator tutorial/refreshers, if needed!
<https://www.youtube.com/watch?v=lb8UBwu3yGA>

September 1 NO CLASS

Sept 8 Due: Project 1 – Set up BOX name folder, review tutorial and upload favorite design, designer, logo (good or bad) or typeface as instructed.

Lecture: The Typographic Parts of a Glyph (vocabulary) and The TACTILE approach in design. The handmade and usage of materials (texture) evoke emotions and attitudes as well as the "human touch" in the digital world.

Assign: Project 2 – Tactile study of one selected letter (see e-learning/BOX) –
Study typographic parts of a glyph and prepare to use vocabulary next class.

Sept 15 Lecture: Typography History and Variation Strategies

Due: Project 2– Tactile Study of one selected letter.
Bring in actual sculpture/Letter AND upload presentation to BOX. Be prepared to talk about your letter using our new vocabulary.

Assign: Project 3a – Thumbnails

DRAW pencil to grid paper, various sized 20+ Thumbnails. Apply notations of anatomy and variation strategy vocabulary to each letter idea. Scan or photograph pages and upload to box. (Clear color issues from photo lighting.) Bring Notebook to class. (You may also begin working on digital development, but our thumbnail discussion should push you to more, and better, final variations.)

Sept 22 Due Project 3a – 20 Thumbnails, each with anatomy and variation strategy notes
upload to BOX by 1 pm

Review thumbnails and begin digital variations pushing initial thumbnail ideas. Discuss format and presentation results for "Project 3b – Digital"

Assign: Project 3b – Digital

Develop 20 digital solutions from "best of the best" sketch/exploratory solutions.

Sept 29 Lecture and work results discussion.

Due: Project 3b - Digital.

Required: Professor approves selection of one complex letter solution to be used for the HOP exercise

Assign: Project 4a - HOP: Matthew Carter's HOP exercise with professor approved choices. Use our template format.

Oct 6 Asynchronous class day. Project 4a HOP exercise review & feedback online.

Due: Project 4a: HOP exercise. Follow template format.

Assign Project 4 b: Creative Type Poster - creative play, *type as image* poster as an outgrowth of your original glyphs. *Prepare as printable* for 22x17 inches, CMYK, 300 dpi, but do not print to paper.

Oct 13 Oct 7 Mid-term reviews (grades due Oct 18)

Due: Any Revised work to Project 4a

Due: Project 4 b: Creative Type Poster

Due: Final Date for any late Projects 1– 4a.

Oct 20 **Lecture:** Color Theories and Branding your Message

Assign: Steps 1- 4 of Project 5: Text, Color, and Image Poster

Oct 27 **Due Steps 1-4, Project 5**
Review work and objectives for strengthening design for Project 5

Assign Step 5, Project 5: Improved digital draft, in layers

Nov 3 **Due Step 5, Project 5: Improved digital draft, in layers**
Review and discussion

Assign finish Project 5 – Refined Poster #1 & same but re-colored Poster #2

Assign Project 6, part 1 Client Work sheet for Logo project

Nov 10 **Due Final Project 5 – TEXT, COLOR, IMAGE Poster** in Box

Due Project 6 part 1 - Client Worksheet in BOX or printed

Assign Project 6 - LOGO, parts 2-4

Nov 17 **Due Project 6 - LOGO, parts 2-4**

Lecture – Introducing next steps for Project 6 – Logo. Strategies for meeting client-based needs and visual solutions

Assign: part 5 for Project 6 – LOGO

Nov 24 **Fall Break No class**

Dec 1 **DUE part 5 of Project 6** Work in Progress discussions

Dec 8 **DUE: Due date for final Project 6**

Final class day, Review completed Project 6

(Last call for late or revised Project 5)

Final grade reflects individual projects and participation.

Grading Policy

ALL grade concerns should be discussed PRIOR to the end of the semester, especially MIDTERM. If you are worried about your GPA or scholarship, be pro-active with your concerns & meet with me periodically DURING the semester when suggestions are effective for improving your outcome.

A+ 100
A 94-99 EXCELLENT
A- 90-93

Your project is completed on time, addresses the project objectives, and exhibits EXCELLENCE in the following areas:

1. *Preparatory and exploratory work shows evidence of thoughtful intent and thorough investigation.*
2. *Work shows results, commitment, effort, focus, complexity, and willingness to be open to new ideas (growth.)*
3. *Work demonstrates an awareness of the problems involved, experimentation within objectives, and variety in solutions and investigations.*
4. *Work shows a personal concept and interpretation of the problem into a visual image (creativity in visual concept.)*
5. *You make an effort to articulate your concept, sharing why it addresses the project objectives. (What are you trying to do? Is it working? Can it be strengthened?)*
6. *The work results in a successful composition; the formal elements (design, spatial concerns, color, etc.) are analyzed and used with intent.*
7. *Work exhibits care, presentation and execution. Concern and interest in the work of your peers.*

B+ 89
B 84-88 GOOD/VERY GOOD
B- 80-83

Your project is completed on time, addresses the project objectives, and exhibits GOOD/Very Good results in 1-7

C+ 79
C 74-78 FAIR
C- 70-73

Your project is completed on time, addresses the project objectives, and exhibits FAIR results in 1-7

D+ 69
D 64-68 POOR
D- 60- 59

Your project is turned in on time, yet is incomplete or deficient, exhibiting POOR results in 1-7

F 59 or below Failure

Your project is turned in or not turned in, missing objectives or is deficient enough to FAIL results in 1-7

Course Policies

Our first project will require you to make a first name/last name folder in our class BOX folder. You will turn in all work into this personal folder and Discussion Boards.

All projects are equally important and build upon one another. Expectations rise as the course advances through individual and group critiques, as well as work in development critiques.

Logo Project, a peer to peer collaborative project (all students create a unique company brand *that is traded to another student* who then serves as the logo designer) requires a timely response to enable the success of participating students!

Plan for 4-6 hours outside of class to complete assignments

I understand students have individual realities/situations **Therefore, it is important to communicate with me any limitations or challenges you are facing so that we can find solutions.** This is not an online course.

If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Make-up exams

We have no exams.

Extra Credit

Revised work in response to critique is encouraged and often improves your overall evaluation. Final due dates at midterm and term end define revision deadlines.

Clearly communicate via email in a timely manner with the professor that you have posted a "revised" project in Box. In the communication, outline what feedback you implemented and what you changed in the work in response to the critique feedback.

Do not delete the original project! Revisions cannot be counted without the original for comparison. Label the new revised file version with distinguished title, such as "Ralph Vandeeck_Revised_Project 7".

Late Work

Projects must be completed by due dates for full credit. Late work is accepted for review. Repeatedly late work, excuses, issues, and/or problems interrupt the learning process and may point to time management issues.

Special Assignments

Review Free movie, Helvetica and Collaborative Logo project.

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Attendance

This is NOT an online course. Participation required in discussions & collaborative Logo project. Missing 3 classes will impact your grade.

The University's attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

Class Participation

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

NOTE: if the instructor records any part of the course, then the instructor will need to add the following syllabus statement:

The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.

Off-campus Instruction and Course Activities

(Below is a description of any travel and/or risk-related activity associated with this course.)

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

<https://www.utdallas.edu/community-health/>