1. OVERVIEW

Subject Area	Typography
Degree	Bachelor's Degree in Design
School/Faculty	Faculty of Architecture, Engineering and Design
Year	Second
ECTS	6 ECTS
Type	Optional
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	Semester 2
Academic Year	2024-25
Coordinating professor	

2. INTRODUCTION

Introduction to typography - definition, function, form, elaboration, design, structure and creation. Editorial project. Historical and technical evolution of typography. Foundations of typography. Typography and graphic identity. Typography and information design.

This optional module teaches students the creative tools, methods and technologies involved in graphic design, both analogue and digital.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by the acronym in Spanish):

- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Transversal skills (CT, as per the Spanish acronym):

- CT1: Independent Learning: the ability to choose the most effective strategies, tools and opportunities for independent learning and implementation of what they have learnt.
- CT2: Self-confidence: ability to evaluate their own results, performance and skills with the self-determination necessary to complete tasks and meet any objectives.
- CT5: ability to put knowledge into practice, using the skills acquired in the academic field in mock situations based faithfully on real life issues in the profession they are studying for.
- CT12: Critical thinking: ability to analyse an idea, occurrence or situation from different perspectives and adopt their own personal viewpoint of it based on scientific rigour and subjective debate rather than from intuition.
- CT14: Innovation/Creativity: ability to propose and invent new and original solutions broadening the scope and bringing different aspects to the original problem.
- CT16: Decision making: ability to choose between different options or methods to effectively solve varied situations or problems.
- CT18: Use of information and communication technology (ICT): ability to effectively use information and communication technology such as search tools, processing and storing information, as well as developing communication skills.

Specific skills (CE, as per the Spanish acronym):

- CE23: Understand the technique of typography and its applications in graphic design.
- CE24: Awareness of the concept of branding and the idea of corporate image.
- CE25: Understanding of graphic design technology applied to on-line and off-line media.
- CE26: Ability to understand graphic design technology applied to on-line and off-line media.

Learning outcomes (RA, as per the Spanish acronym):

- RA1. Students will learn to: Solve communication problems which includes identifying the problem, investigation, gathering information, analysis and proposing alternative solutions. This then leads to prototyping, user tests and evaluation of results.
- RA2. Describe and respond to audiences and contexts the communication solutions are aimed at. This includes considering physical, cognitive, cultural and social aspects of people which can influence the design solutions.
- RA3. Create and develop visual forms to respond to communication problems, including understanding of the principles of visual composition and organisation, information hierarchy, visual representation, typography, aesthetics, and the creation of images containing meaning.
- RA4. Understand the tools and technology, as well as the role they play in the creation, reproduction and distribution of visual messages. This includes drawing, printing techniques, photography, and interactive media based in time (cinema, video and multimedia).

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB2, CB3, CB4, CB5	RA1, RA2
CT1, CT2, CT5, CT12, CT14, CT16, CT18	RA1, RA2, RA3
CE23, CE24, CE25, CE26	RA3, RA4

4. CONTENTS

Theory module

Part 1. Introduction.
1.1. The evolution of writing through history.
1.2. Typography, calligraphy and lettering.
1.3. Johannes Gutenberg, the invention of press and mobile types.
1.4. Drivers of typography in Europe.

Part 2. Evolution of fonts.
2.1. The printing press and the typewriter.
2.2. Monospaced fonts.
2.3. Modular typeface.
2.4. Typographies and pixels.
2.5. The digital world. PostScript, TrueType and Opentype.
2.6. Web typography.

Practical module.

Unit A: Structure and parts of a letter.
A.1. Serifs and sans-serif. Characteristics and practical uses.
A.2. Other parts of a letter.
A.3. Upper and lower case.
A.4. x-height, contrast and axis.

Unit B. Typography communication.
B.1. Uses in branding.

Unit C. Modelling.
C.1. Golden Triangle concept.
C.2. Types of page, margins, layout and placing of elements.
C.3. Paragraph alignment. Cultural differences and good and bad practices.
C.4. Justification and solution to problems.
C.5. Types of spacing.
C.6. Dividing sentences and words.
C.7. Isolations and visual adjustments.

Unit D. Things to avoid.
D.1. Copying typographies and rights of use.
D2. Capricious fonts.
D.3. Problematic styles and common errors.
D.4. Choosing good fonts.

Unit E. Adjustments.
E.1. Adjusting headings.
E.2. Using upper and lower case.
E.3. Spaces.
E.4. Layouts.
E.5. Negative space.

Unit F. Presenting a typography.
F.1. Aspects to take into account when presenting typographies.
F.2. Types, families, sizes and variants.

F.3. Pangrams.
F.4. Helvetica vs. Arial.

Unit G. Typographies with reputation.
G.1. Recognising a good typography from a bad one.
G.2. Uses of typography depending on the format/platform.
G.3. History of the most common typographies and their current use.
G.4. Changes to typographies throughout history.
G.5. Didone.

Part H. Typographies and space (Part I).
H.1. Stefan Sagmeister.
H3.2. Typography agencies.
H.3. Typography applied to a small unconventional format space.

Part I. Typographies and space (Part II).
I.1. Typography and signage.
I.2. Guide, indicate and signpost.
I.3. Good practices. Clarity and continuity.
I.4. Application of typography in an environment.

Unit J. Chemistry and the environmental impact of typography.
J.1. Chemicals in printing materials.
J.2. Types of ink and their main uses.
J.3. Consumption

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Master lecture
- Collaborative learning.
- Problem-based learning (PBL).
- Project-based studies (PBS)
- Learning based on workshop teaching

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On-campus:

Learning activity	Number of hours
Attendance and participation in activities	6.25h (on-site)
Directed learning, practical exercises and problem-solving	25h (20% on-site)
Project presentation	12.5h (on-site)
Integrated group project	12.5h (40% on-site)

Research work and projects	62.5h (40% on-site)
Self-study	12.5h (off-site)
Tutorials, academic follow-up and assessment	18.75h (on-site)
TOTAL	**150h**

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On-campus:

Assessment method	Weight
Submission and/or presentation of projects	90%
Exam	10%

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1. Ordinary examination period

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

7.2. Extraordinary examination period

To pass the course in the extraordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

Activities not passed in the ordinary examination period, or those not delivered, must now be delivered after having received the relevant corrections to them by the lecturer.

8. SCHEDULE

The schedule with delivery dates of assessable activities in the course is indicated in this section:

Assessable activities	Date
Activity 1: Typographic composition	Week 1-2

Activity 2: Trends	Week 2-3
Activity 3: Modelling gridlines	Week 5-6
Activity 4: Selling a typography	Week 7-8
Activity 5: Calendar	Week 8-9
Activity 6: Text exercise	Week 9-10
Activity 7: Controlling space. Typography on the human body.	Week 10-12
Activity 8: Typography and message.	Week 13-14
Activity 9: Typography in signage.	Week 5-19
Activity 10: Subject portfolio. Explanatory coherence.	To be carried out in the final week of the four months (compilation of work)

The schedule may be subject to modifications for logistical reasons of the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

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- Beier, S. (2012). Reading letters: Designing for legibility. BIS Publishers B.V. de Jong, C. W., Purvis, A. W., & Tholenaar, J. (2017). Type. A visual history of typefaces & graphic styles (C. W. de Jong, A. W. Purvis, & J. Tholenaar, Eds.). Taschen.
- Fowkes, A. (2017). Expressive type: Unique typographic design in sketchbooks, in print, and on location around the globe. Rockport.
- Garfield. S. (2011). Es mi tipo: Un libro sobre fuentes tipográficas. Taurus.
- Haslam, A., & Baines, P. (2003). Tipografía. Función, forma y diseño. Editorial Gustavo Gili.
- Jardí. E. (2021). Cincuenta y tantos consejos sobre tipografía. Editorial Gustavo Gili.
- Kane, J. (2005). Manual de tipografía. Editorial Gustavo Gili.
- Langwe. M, Castán, G. (2019). Encuadernar, plegar y coser: Cómo hacer libros y otros proyectos con papel. Editorial Gustavo Gili S.L.
- Muller, L., & Malsy, V. (Eds.). (2007). Helvetica forever: Story of a typeface. Lars Muller.
- Martin. E. (1975). Artes Gráficas. Introducción general. Ed. Edebé.
- Samara, T. (2004). Diseñar Con y Sin Retícula. Editorial Gustavo Gili.
- Estudio de nuevas alternativas de packaging sostenible para envases take away. (2021).

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit offers support throughout your time at university to help you with your academic achievement. One of the main pillars of our educational policy is the inclusion of

students with special educational needs, universal accessibility to the different university campuses and equal opportunities.
This unit offers students:
1. Support and monitoring through personalised counselling and programmes for students who need to improve their academic performance.
2. Promotion of diversity, with curricular changes possible in terms of methodology or assessment for those students with special educational needs in order to provide equal opportunities for all our students.
3. We also offer students a range of educational extracurricular resources for developing a variety of skills to enhance their personal and professional development.
4. Career guidance by offering tools and advice to students with doubts regarding their professional careers or those who believe they have chosen the wrong line of study.

Students who need educational support can contact us at:
orientacioneducativa@universidadeuropea.es

11.   SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.