

****Disclaimer****

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.

GRA 221
Letterform

Fall 2021

Visual Communication Design
The Design School
Herberger Institute for Design and the Arts
Arizona State University

Benjamin Conrad
Zoom: <https://asu.zoom.us/j/8428563476>
Office Hours: TBA or by appointment
Email: benjamin.conrad@asu.edu

Overview

This class will introduce students to fundamental principles of letterform design in preparation for further study in Typography. Students will explore and discover largely unknown phenomena in the drawing, history and writing of letterforms.

The following books are on reserve in the Architecture Library:
A History of Graphic Design Meggs, Art of Lettering
Kapr, Designing with Type Craig, Typographic Design Form and
Communication Carter.

Catalog Description

"Drawing of letterforms with focus on proportion and structure. Introduces letterform nomenclature and classifications."

Deadlines

Deadline to complete projects at the end of semester. Submissions are mandatory. Late submissions result in failure of class. It is required to present work to graphic design faculty at midterm and end of semester.

Incomplete

A mark of 'I' (incomplete) is given by the professor only when a student who is otherwise doing acceptable work is unable to complete a course because of conditions beyond personal control. An incomplete requires verification such as a physician's letter. Incomplete must be discussed with the professor at least two weeks before reviews. If at reviews work is incomplete with no prior discussion the grade will be a 'D'.

Overview
Continued

Course Objectives:

This course is empirical. The work made directly by the student will hopefully increase understanding of theories in aesthetics including relationships and proportion.

The basic nature of this course will prepare students for further study in the professional graphic design program.

Learning Outcomes:

The specific learning outcomes of this course are based in hand and eye coordination in the writing and drawing of letterforms. Along with this coordination a high level of development will be gained in the understanding of form and the relationships between form, otherwise known as space.

Students who have completed this course will be able to not have to rely on the default letterspacing of computer typefaces when typesetting.

Religious Observances and ASU Sanctioned Events/Activities:

Excused absences related to religious observances/practices that are in accord with ACD 304-04, Accommodation for Religious Practices; and

Excused absences related to university sanctioned events/activities that are in accord with ACD 304-02, Missed Classes Due to University-Sanctioned Events/Activities.

ASU Face Covering Policy

<https://eoss.asu.edu/health/announcements/coronavirus>

Overview
Continued

Academic Integrity:

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Overview
Continued

Student Conduct:

Learning takes place best when a safe environment is established in the classroom. Students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Students are required to adhere to the behavior standards: • Student Services Manual on Disruptive Behavior: www.asu.edu/aad/manuals/ssm/ssm104-02.html • Dean of Students Policy on Student Rights and Responsibilities: <https://eoss.asu.edu/dos/srr>; and • Academic Affairs Manual, ACD 125: Computer, Internet, and Electronic Communications www.asu.edu/aad/manuals/acd/acd125.html

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Overview
Continued

Sexual Discrimination:

(ACD 401) Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Uploading of Material:

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Special Accommodations

To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/#> Phone: (480) 965-1234; TDD: (480) 965-9000). If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to instructor no later than the end of the first week of the semester so that your needs can be addressed effectively.

Overview
Continued

Instructor Absence:

Students should wait for an absent instructor 15 minutes in class sessions of 90 minutes or less, and 30 minutes for those lasting more than 90 minutes, unless directed otherwise by someone from the academic unit.

Withdrawal:

If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit: <https://students.asu.edu/drop-add>

Overview
Continued

Student Rights and Responsibilities:

Students must abide by all the requirements stated in this syllabus. In addition, all students should be aware of their Rights and Responsibilities at Arizona State University and abide by the ASU Student Honor Code.

Student Services & Resources:

You will find a list of student resources at: <https://eoss.asu.edu/resources> Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

Non-emergency Student of Concern process:

If you are concerned for a fellow student's well-being, please review the information and complete the form at: <https://herbergerinstitute.asu.edu/resources/new-students/student-of-concern-process>

FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)

Academic Calendar and Important Dates:

The academic calendar can be found here: <https://students.asu.edu/academic-calendar>

Subject to change:

The Instructor reserves the right to change portions of this syllabus (assignments, deadlines etc.) by verbal instructions during scheduled class time. The student is responsible for noting changes and acting accordingly. Grading and absence policies are not subject to change.

Computer, Internet, and Electronic Communications Policy:

<http://www.asu.edu/aad/manuals/acd/acd125.html>

Overview
Continued

Accommodating Active Duty Military:

1. Line-of-duty missed assignment make-up policy (incomplete or withdrawal not required)

Students who serve as active duty or reserve military personnel who miss classes, graded assignments, or examinations because of required work performed in the line-of-duty, and this absence does not require the use of the activation for military duty withdrawal policy, shall be given opportunities to make-up examinations and other graded work. However, absence from class or examinations due to line-of-duty activities does not relieve students from responsibility for any part of the course work required during the period of the absence. In addition, because of the potential for a dramatic increase in family-related responsibilities during a deployed spouse's absence, student spouses who are legally responsible for minor dependents should be afforded the same accommodations to make-up missed work when their spouse is deployed.

Under this policy, when there is a question as to the validity of the line-of-duty event, Pat Tillman Veteran's Center shall determine whether a particular event qualifies as a military line-of-duty activity.

In each college, a specific individual (e.g., dean's designated representative) shall be responsible for facilitating adherence to this policy. In accordance with any academic unit or college requirements, students who participate in line-of-duty activities shall be provided make-up assignments, examinations, or other graded coursework missed because of required work performed in the line-of-duty, without penalty.

Should disagreement arise over this process, the instructor and the student should contact the academic unit chair for resolution. If the disagreement is not resolved by the chair, the disagreement shall be submitted to the dean or the dean's designated representative for final determination.

Overview
Continued

Accommodating Active Duty Military (continued):

If the line-of-duty activity is known in advance, the student must submit satisfactory evidence documenting the line-of-duty activity to the instructor early in the semester or as soon as possible, prior to the missed class, assignment, or examination. If the line-of-duty activity was not known in advance, the student is responsible for providing satisfactory evidence of the line-of-duty activity to the instructor as soon as possible after the missed class, assignment, or examination.

2. Activation for military duty (incomplete or withdrawal required).

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch or is the spouse, as described in the Purpose section of this policy, and is unable to complete classes because of military activation, may request complete withdrawal or course withdrawals, incompletes, or grades, depending on the timing of the activation and the individual student's needs. Absences resulting from military activation will not adversely affect a student's catalog year.

To receive consideration under the military activation policy, a student should complete a Military Activation Form and return the completed form, along with a copy of the military activation order, to the Pat Tillman Veterans Center. The Pat Tillman Veterans Center staff will coordinate the processing of the form for the student, including verification of orders, counseling on available options, referrals to academic departments, referrals or notification to offices regarding potential refunds, and initiation of processing administrative withdrawals or incomplete grades.

Please read the Student Services Manual (SSM) document SSM 201-18: Accommodating Active Duty Military for further details.

Evaluation Criteria	Points Possible
------------------------	--------------------

Attendance:	5
-------------	---

Regular attendance contributes 5 points to final grade.
Points lost if tardy or class left early without permission.
Up to three unexcused missed classes permitted.
More than three unexcused missed classes is grounds for failure.

Attitude and approach:	5
------------------------	---

Positive attitude requires sensitive approach and deep insight.
Sensitivity is the means. Insight is the goal. Interaction
with instructor and other students at a low noise level
is positive. Development and maintenance of positive attitude
contributes 5 points toward the final grade.

Notebook and documentation:	5
-----------------------------	---

Maintenance of 8.5" x 11" x 2" three-ring binder/s as
note books that documents organized compilation of notes,
sketches, ideas and observation is mandatory. A professionally
maintained notebook at the end of the semester contributes
5 points toward final grade.

Progress:	60
-----------	----

During class and formal reviews, students will be
evaluated on their work at its various stages of development.
Progress evaluated through constant observation of class
work and homework. The final project presentation
is only a conclusive stage of this observation process.
Excellent progress contributes 60 points.

Evaluation Criteria
Continued

Points
Possible

Refinements:	5
--------------	---

All projects need refinements. Students are to complete and refine all projects over the course of the semester. This process contributes 5 points. This process must be made clear in notebook and documentation.

Final projects:	5
-----------------	---

Requirements for each project announced in advance. End is not the objective. The process is the goal. One end leads to another beginning. Therefore, each end needs to be at a high level. Well-crafted and finished projects carry 5 points.

Participation:	5
----------------	---

How much work is being done on a day-to-day basis? Students are expected to be prepared everyday with all tools and materials. A consistent high level of participation earns 5 points.

Presentation:	5
---------------	---

Students expected to deliver professional presentations. Professional approach towards presentations, professional vocabulary, and final work presentation bears 5 points.

Self Evaluation:	5
------------------	---

One evaluation due completed at both midterm and final review. To be self critical is vital for growth. High level of consensus between student and faculty on self evaluation earns 5 points.

Studio Total:	100
---------------	-----

Grading and
Special Accommodations

Letter	Points
A +	098-100
A	093-097
A -	090-092
B +	088-089
B	083-087
B -	080-082
C +	078-079
C	070-077
D	060-069
E	000-059
X	Identifies any academically dishonest student and may be added to any letter grade including E
EN	Total non-participation
EU	Non-participation along with failure to withdraw

Midterm/Final
Self Evaluation.
Please
circle one

Due complete at both
Reviews

Name

Circle assessment

Attendance	5	4	3	2	1	0	
Attitude and approach	5	4	3	2	1	0	
Notebook and documentation	5	4	3	2	1	0	
Progress	60	50	40	30	20	10	0
Refinements	5	4	3	2	1	0	
Final projects	5	4	3	2	1	0	
Participation	5	4	3	2	1	0	
Presentation	5	4	3	2	1	0	
Self Evaluation	5	4	3	2	1	0	

Total

Please write comments
on the back

Supplies

ASU Bookstore
Main Campus
(480) 965 5817

Blick Art Materials
(formerly Utrecht Art Supply Center)
930 East University Drive/Tempe
(480) 446 0800

Arizona Art Supply
1628 E Southern Avenue/Tempe
(480) 775 4102

~~Strathmore 400 Series (not recycled) drawing pad 14 x 17"~~
Swann Morton scalpel handle number 4
Blades number 23
utility knife: Olfa L
scissors
Schaedler Precision Rules
18" metal ruler
All metal T square when available
triangles 30/60/90° and 45/45/90°
Scotch Magic Removable Tape
pencils 2-B (not mechanical)
kneaded eraser
2 #4 Windsor Newton Sceptre Gold Series brushes
2 #6 Windsor Newton Sceptre Gold Series brushes
1 Windsor Newton series 680 (or equivalent) 1" brush
ruling pen
Plaka or Gesso black/white
cutting mat

GRA 221
Letterform

15

Supplies
Continued

~~William Mitchell's Round Hand Pen: 1 Number 2 1/2 nib,~~
~~1 Reservoir, and 1 Handle~~
~~1 Pelikan Drawing Ink A 1 fluid ounce~~
3-Ply Chipboard: 2 full sheets
Book Binding Cloth Tape: 1 Roll Black 2" or wider
Glassine Paper: 2 pieces 21 x 32" and 4 pieces 18 x 26"

American Glass Company
2201 East Indian School/Phoenix
(480) 894 1369

Tempe Glass
116 North Roosevelt Avenue/Chandler
(480) 351 1707

1/4 x 11 x 14" clear glass with finished edges

Various

1 roll inexpensive brand clear tape
2 pyrex measuring cups that hold 1 cup of liquid
2 small ceramic plates
white 20# copy paper 8.5 x 11" and 11 x 17"
8.5 x 11 x 2.5" chipboard/cardboard 3-ring binder
Computer storage device such as USB drive
Push Pins
Distilled water
35mm film container

~~GRA 221~~
~~Letterform~~

16

~~Project 1~~
~~Pen Studies~~

~~Format~~[illegible]

Project 1
Pen Studies

Text

I H A B E R U S N O N D E B E T Q U A M U T I P O S T H E R O R U M
H O M I N U M C U R A M H A V E K S N O N M I N O R E Q U A M D E N
O B I S M A T H O R E S H A B U E R U R U N T H U E R V S C E R E I
O C C A S I O A V E M A L I A N O N E T A U W E R T E N U L L A P O
I T O R E S T Q U A M Q U E I N A D O L E S C E N T I E A N I M I S
N O N I N S T I T U T U M E S T E X E M P L A C O M P A R A N D A S
U N T Q U E A D I M I T A T I O N E M F O R M A N D A M I V E N I B
U S U T I L I T E R A P T H E P R O P O N I U M P O S I N T H A E C
N U S Q U A M A L I U N D E R E C T I V S P E N T E N T U R Q U E X
E O R U M A U T O R U M O R D I N E Q U I I N T E R C A E T O E R O
S F U I G E N E R I S S E M P E R S U M M I E X T I T E R U N T O V
E L C E R T E G E N U S N U L L A L A U D A T I O P O S T U L A T S
E D S E M E T I P S O S U A M L U C E M H A B E T E X V E V E R O G
E N E R E A N T I Q U I S I M U H U N

Project 1
Pen Studies

Due
Midterm/Final Review

Objectives

Through a series of writing exercises, students learn to recognize and practice consistency, rhythm, spacing, intersection and form with the pen. As the project continues, students are introduced to the development and history of various writing systems.

Pen

Find an examples from the suggested books and write the given text on the given format in the following systems:
(1) Capitalis Rustica, and (2) Roman Uncial

Final Work

Capitalis Rustica due at midterm. Roman Uncial will be due at the end of the semester.

Label the back of each page with the student's name lightly in pencil.

Project 2
Lowercase Letterform Studies

Due
Midterm/Final Review

Objectives

As a continuation of GRA 122 Design Principles II, the student will continue to gain sensitivity in letterform design with lowercase letters.

Lowercase

Consider the final uppercase HH from GRA 122.

Select an appropriate x-height and draw the letter n in Adobe Illustrator or paint with gesso on photocopy paper. If painted, draw in Illustrator once instructor approval has been given. Let it make sense together with the H. Repeat this process with the following letters in this sequence: n, o, m, a, i, g, and t.

Beginning with the H and n, each letter must be made next to the previous letters with letterspacing and counterform proportional to the H lower counterform. (Hnnomaigt: the second 'n' helps understand the letterspace/counterform relationship.

Minimum n, o, m, and a due at midterm.

Computer/Composing

Drawings may be painted with gesso or drawn in Adobe Illustrator at 100%. If drawn in Illustrator, painting supplies are not needed. Measure letterspacing from drawing/painting and compose a page showing nnnn and onon with proportional spacing on 11 x 14" portrait format with no less than 2" margins.

Compose a page showing 'imagination' with proportional spacing on 11 x 14" portrait format with no less than a 2" margin. Compose another 11 x 14" portrait format with nine lines of characters repeating n, o, m, a, i, g, and t flush left with a proportional rag and no less than 2" margins.

Document all sketches in 8.5 x 11" binder.

Project 3
Paragraph Project

Start:
After Midterm

Due
Final Review

Objectives

Together with letterspacing and leading, students now begin to explore more advanced problems such as wordspacing, punctuationspacing, and rag in an entire paragraph.

1 Text

Consider previous studio courses including Design Principles I and II, Design Drawing, Letterform, and Visual Communication I. Write a 100 word paragraph stating a specific area of research. The paragraph is divided into three parts: personal fascination / design principle / fascination and principle combined. This paragraph will be the starting point for the research project in the Spring.

2 Typesetting

In Adobe InDesign, typeset paragraph at no less than 20 point type size on 11 x 14 inch paper (portrait format). The following must be considered carefully: ligatures, letterspacing (tracking and kerning), wordspacing, punctuationspacing, and leading.

3 Rag

Make an active, proportional rag based on the column width. This must be done by adding hard returns.

Save final paragraph to research in GRA 223 Typography.

Project 4
Constraint Project

Start:
After Midterm

Due:
Final Review

Objectives

Rob Roy Kelly, the founder of the Arizona State University Graphic Design Program would say, "Constraint builds restraint". The objectives of this project are based on that statement. Most displays currently available are based on a limited number of pixels. One can either ignore this foundation, as is generally the case. Or, one can be honest and consider it when designing for this technology.

1 Systems

A. Open the most recent lowercase letterforms Adobe Illustrator file. Change the fill to 20% black. On a new layer, halfway between the baseline and cap height, draw a horizontal 0.25 point, 100% black stroke from the document left edge to right edge.

B. [Object Menu > Transform > Move] Copy the horizontal line 5.882352941176471 mm up 8 times and down until the bottom of the descender is reached. There should be 17 horizontal lines within the cap height. The top line should be 2.941 mm below the cap height.

C. Draw a vertical 0.25 point, 100% black stroke from the document top edge to bottom edge that is 2.941 mm to the right of the left edge of the uppercase H. [Object Menu > Transform > Move] Copy the horizontal line 5.882352941176471 mm to the right until the right side of the last letter is reached (as more lowercase letters are completed, more vertical lines will be needed). Save as System 17.

D. Repeat steps A-C so there are nine horizontal lines within the capheight spaced 11.11111111111111 mm apart and 5.556 mm between the cap height and first line. Likewise with the vertical lines starting 5.556 mm from the left edge of the uppercase H. Save as System 9.

E. Repeat steps A-C so there are five horizontal lines within the cap height spaced 20mm apart and 10mm between the cap height and first line. Likewise with the vertical lines starting 10mm from the left edge of the uppercase H. Save as System 5.

Project 4
Constraint Project

Start:
After Midterm

Due:
Final Review

Pixels

In order to avoid checkers between pixels, only every other pixel of each entire system will be drawn.

System 17

A. Draw a simple shape (square, circle, etc.) that is 5.882 mm square centered on the first vertical line of the 17 system. Let the top edge of the shape be equal to the top edge of the format.

B. [Object Menu > Transform > Move] Copy the shape 11.764 mm to the right until the right-most vertical line is reached.

C. Trace the existing letterforms starting with the uppercase H. All shapes must be centered on a system intersection. The shapes across the top edge are the only available horizontal positions for pixels. This translates to the available vertical positions as well. Be very aware of counterform and letterspace brightness. Please see System 17 example on page 23.

System 9

Repeat A-C with 11.111 mm square shapes and 22.222 mm between them.

System 5

Repeat A-C with 20 mm square shapes and 40 mm between them.

Paragraph

Just as with the lowercase letterforms composing, set one paragraph for each of the three systems on an 11 x 14 inch portrait format.

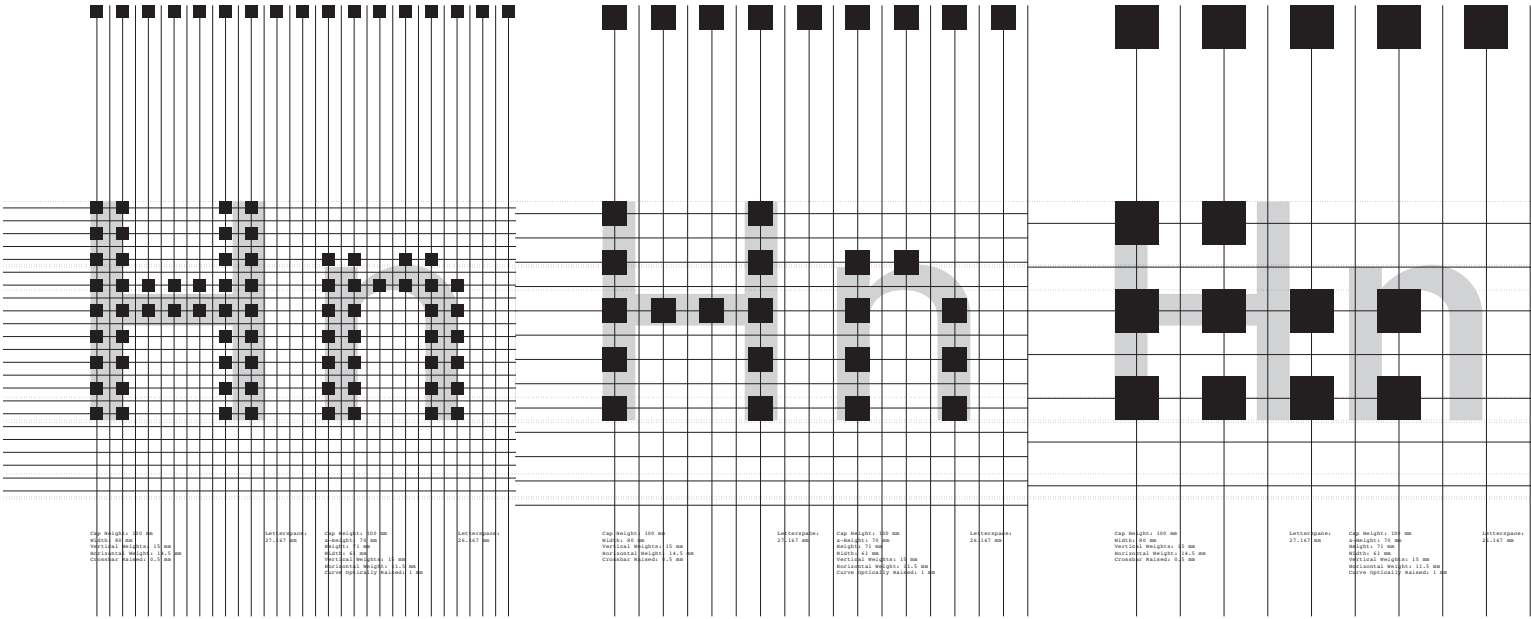
Experiment with weight by adding both black and white strokes to various shapes. Experiment with background value by adding shapes to various non-letter intersections. Do not make checkers.

Project 4
Constraint Project

Start:
After Midterm

Due:
Final Review

Examples



System
17

System
9

System
5

Folders and Google Drive

Due Final Review

At the end of the semester students will be required to upload a copy of their work in a folder on Google Drive, e-mail a 'Share' link to the instructor, and set the instructor as the owner of that folder. Google Drive is accessible through the MyASU home page, and all students receive 15GB of storage space. Label the Google Drive folder with the semester, year, name of the course, and student's name with family name first in this format: 'Fall 2015 GRA 121 Smith John'.

The Process Binder must be saved as a PDF (minimum of 300 dpi/ppi). Additionally, the final Adobe Illustrator or Photoshop files for each final project must be saved as a PDF or JPEG respectively (minimum of 300 dpi/ppi) and included in a second folder (within the original folder) labeled 'Final Projects'. The final project files must be labeled the same as they are named in the syllabus, with the student's last name included, as in this example: 'Value Matching Smith John'. There will be no need to compress the files into ZIP format.

Students are responsible for ensuring that all files have been uploaded to their Google Drive successfully, and are advised to check their Google Drive accounts from another computer to ensure that all files have been uploaded in working condition.

To share a folder with an instructor, students must right-click on the folder in Google Drive, click 'Share', paste the instructor's e-mail address in the field (with 'Can Edit' selected from the right-hand dropdown menu), and click 'Send'. If a right-click is

unavailable, students can also share the folder in Google Drive by clicking on it once, then clicking on the 'Share' icon button that appears in the top right of the screen. Folder sharing MUST be done before ownership is transferred to the instructor.

To transfer ownership of the folder to the instructor, students must right-click on the folder in Google Drive, click 'Share', and then click on the 'Advanced' link in the bottom right corner of the pop-up window. Once again, if a right-click is unavailable, students can also access the 'Share' popup by clicking the folder in Google GRA

221

Letterform

25

Folders and Google Drive
Continued

Due
Final Review

Drive, then clicking the 'Share' icon button that appears in the top right of the screen. The instructor's name and e-mail address should show up under a list titled 'Who has access'. Select the 'Is Owner' option from the dropdown menu to the right of the instructor's information, and click 'Save changes'.

To present pen pages at the reviews make a 16 x 21" glassine folder for each page within a 18 x 25" 3-ply chip board folder bound with cloth tape.

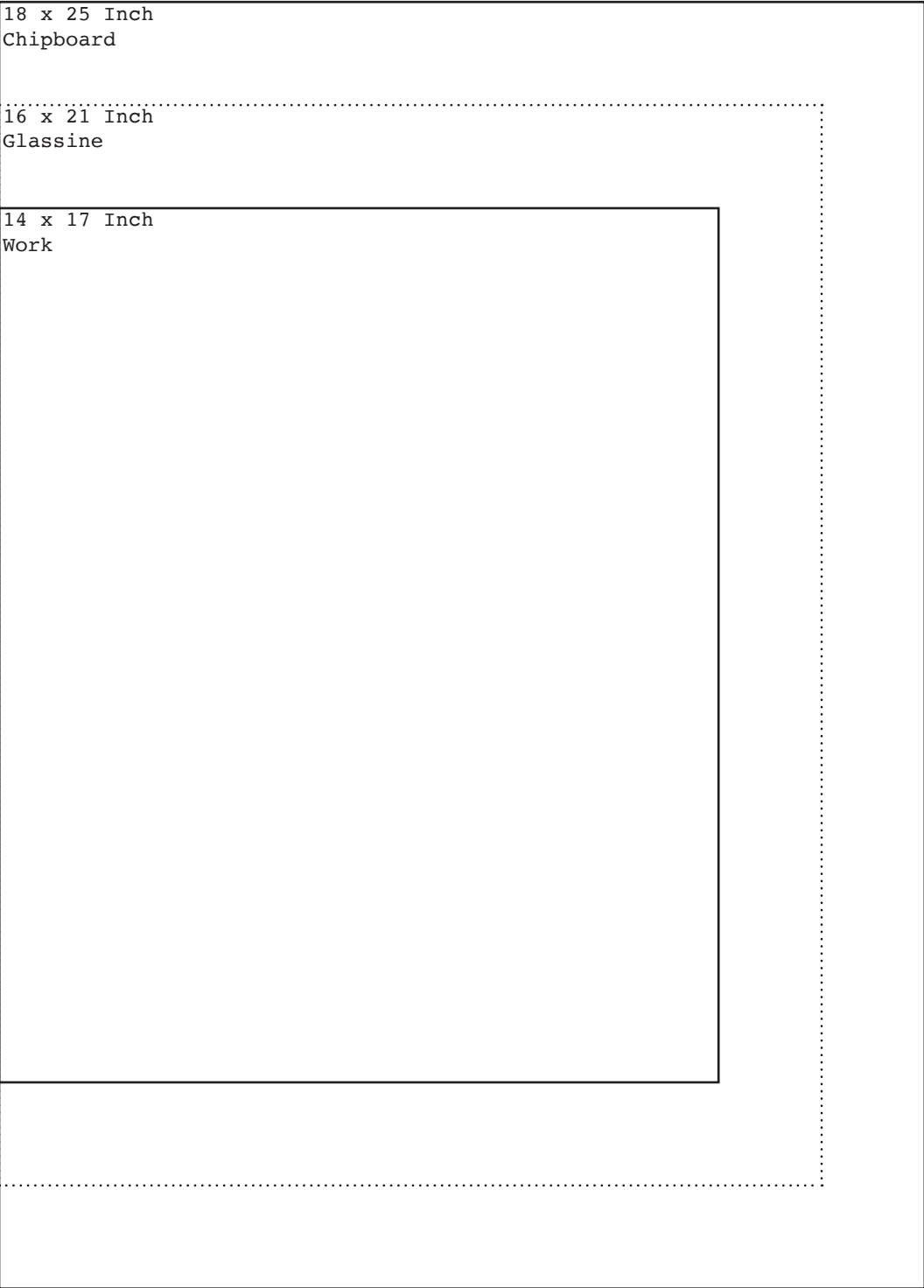
For the letterform studies and paragraph project make a 13 x 18" glassine folder for each page within a 15 x 22" 3-ply chip board folder bound with cloth tape.

Make sure the chip board folder spines relate to the height of the stacks of work in the glassine folders.

GRA 221
Letterform

26

Pen Page
Folders



GRA 221
Letterform

27

Letterform and Paragraph
Folders

