

Fall 2024

Graphic Design Program
The Design School
Herberger Institute for Design and the Arts
Arizona State University

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Fall 2024 Faculty:
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The foundation of this syllabus was created by Andrew Weed, Clinical Professor, The Design School, Arizona State University

The Graphic Design Program recognizes his long and dedicated work in the pursuit of good design.

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.

Recommended reading: A History of Graphic Design (Meggs), Art of Lettering (Kapr), Designing with Type (Craig & Scala), Typographic Design Form and Communication (Carter, Day, & Meggs).

Catalog Description

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

Prerequisite(s)

Prerequisite(s): Graphic Design BSD major; GRA 101 with C or better; GRA 111 with C or better; GRA 112 with C or better; GRA 121 with C or better; GRA 122 with C or better; minimum 3.00 GPA OR Visiting University Student.

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.

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.

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.

Attendance Policy

Attendance and participation for the duration of the class period is mandatory. If you have more than 3 absences (unexcused), you may fail the course. You should notify the instructor by email prior to absence if possible and provide doctor's note where applicable. Repeated tardiness and leaving class early will be recorded, and as a result, your final grade will be lowered. It is the student's responsibility to keep track of his/her absences.

Excused absences related to religious observances/practices in accord with ACD 304–04, "Accommodation for Religious Practices." Students may be excused for the observance of religious holidays.

Students should notify the instructor at the beginning of the semester about the need to be absent from class due to religious observances. Students will be responsible for materials covered during their absence and should consult with the instructor to arrange reasonable accommodation for missed exams or other required assignments.

Excused absences related to university sanctioned activities in accord with ACD 304–02, "Missed Classes Due to University-Sanctioned Activities." Students required to miss classes due to university sanctioned activities will not be counted absent. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Students should inform the instructor early in the semester of upcoming scheduled absences and immediately upon learning of unscheduled required class absences. Reasonable accommodation to make up missed exams or other required assignments will be made. Consult the instructor BEFORE the absence to arrange for this accommodation.

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch who misses classes, assignments or examinations due to line-of-duty responsibilities shall have the opportunity to make up the coursework in accordance with SSM 201–18 Accommodating Active Duty Military Personnel. This accommodation also applies to spouses who are the guardian of minor children during line-of-duty activities. This policy does not excuse students from course responsibilities during their absence. Students should first notify the Pat Tillman Veterans Center of their activation and then the instructor to discuss options.

Instructor Absence Policy

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.

Academic Integrity and Student Honor Code

The ASU student honor code affirms the commitment of ASU to uphold the values, principles, and ethics of academic integrity. All students are expected to follow the code, which states:

“We, the students of Arizona State University, have adopted this code as an affirmation of our commitment to academic integrity and our participation in ethical education. We embrace the duty to uphold ASU’s Honor Code, and in light of that duty, we promise to refrain from academic dishonesty. We pledge to act with integrity and honesty to promote these values among our peers. We agree to always abide by the Sun Devil Way and uphold the values of the New American University.”

Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Integrity Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Plagiarism is defined as deliberately passing off someone else’s words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the ASU Student Academic Integrity Policy (provost.asu.edu/academicintegrity), “[e]ach student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments.” This policy also defines academic dishonesty and sets a process for faculty members and colleges to sanction dishonesty. Violations of this policy fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignments
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding Academic Integrity Policy violations and inappropriately collaborating
- Falsifying academic records

We sanction any incidents of academic dishonesty in our courses using University and HIDA guidelines. Should you have any question about whether or not something falls subject to this clause, feel free to contact your instructor or review the university policy on academic integrity at the above link. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

Student Learning Community Conduct

ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states, The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals.

Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums. In addition, all students should be aware of their Rights and Responsibilities at Arizona State University.

Herberger Institute Professionalism Standard

Further, Herberger Institute students are expected to adhere to the Herberger Institute Professionalism standards. Professionalism entails a set of skills critical for workplace and creative successes, and professional behavior creates an atmosphere promoting safe and high-quality spaces for constructive learning as well as individual and community well-being. The institute expects students to show professional behavior with clients, members of the community, and others in the university environment (e.g., classrooms, clinics, labs, studios) including members of the faculty and administration, other students and staff. Students are expected to conduct themselves in a professional manner, including arriving on time with an open attitude to learning, engaging in ethical behavior, resolving conflicts in an appropriate manner at all times, holding partnership information confidential, and using prudence in written and verbal communications. Professionalism includes:

- self-control
- respectful communication
- following all university and studio safety protocols and behavioral expectations
- attendance and punctuality
- honesty and integrity.

Copyright

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. The course content, including lectures and other handouts, is copyrighted material. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see ACD 304–06, “Commercial Note Taking Services” for more information). **THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.**

AI Code of Conduct

Workplaces save time and improve outcomes by generating text, images, computer code, audio, and other media with Artificial Intelligence (AI), including ChatGPT. AI tools are generally welcome and

even encouraged in this class, with attribution aligned with disciplinary guidelines. Students might brainstorm, draft, edit, revise, etc. with AI tools. However, all submitted assignments should result from the student's original reflection and imagination, and the students should fully comprehend and be able to explain the work.

Reference ASU Library examples of how to cite AI use properly: libguides.asu.edu/c.php?g=1311696&p=9700102. Any submitted course assignment segment not explicitly identified as generative AI will be presumed to be the student's original work. Content generated with AI without proper attribution will violate the ASU Academic Integrity Policy (provost.asu.edu/academic-integrity/policy), and students may be sanctioned if confirmed. Please contact the instructor to discuss any questions before submitting work.

Statement on ASU's Community of Care standards

The Herberger Institute for Design and the Arts complies with the spirit and the letter of ASU's community of care standards with regard to social distancing, masking, and student, faculty, and staff safety and well being. eoss.asu.edu/communityofcare

Threatening or disruptive behavior

Self-discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment. Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Threatening, violent, or disruptive behavior will not be tolerated in this class, and will be handled in accordance with ASU policy (SSM 104-02).

For more information please visit: eoss.asu.edu/dos/srr/PoliciesAndProcedures and eoss.asu.edu/dos/safety/ThreateningBehavior.

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 canceled 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>

Special Accommodations

Your instructor will make any reasonable adaptations for limitations due to any disability documented with the Student Accessibility and Inclusive Learning Services (SAILS), including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the SAILS to process the paperwork for special course accommodations.

To request academic accommodations due to a disability, please contact the SAILS (eoss.asu.edu/drc); Phone (480) 965-1234; TDD (480) 965-9000). Students who feel they will need disability accommodations in this class but have not registered SAILS should contact SAILS immediately. Students should contact the Center on the campus that your class is being held. Campus-specific location and contact information can be found on the SAILS website. SAILS offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the above website for eligibility and documentation policies (eoss.asu.edu/drc). This is a very important step as accommodations may be difficult to make retroactively. 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 me as soon as possible so that your needs can be addressed effectively.

Title IX and Mandated Reporter Policy

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: 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, eoss.asu.edu/counseling, is available if you wish to discuss any concerns confidentially and privately.

Policy on Sexual Discrimination

Policy on sexual discrimination as described in ACD 401, "Prohibition Against Discrimination, Harassment, and Retaliation", including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Student Services & Resources

Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more at: eoss.asu.edu/resources

Novel Coronavirus Information and Updates

You will find Novel Coronavirus updates and announcements at:
eoss.asu.edu/communityofcare
eoss.asu.edu/health/announcements/coronavirus

Non-emergency Student Care process

If you are concerned for a your own or a fellow student's well-being, please review the information and complete the form at herbergerinstitute.asu.edu/caring and the HIDA Care Team will reach out. FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)

Academic Calendar and Important Dates

students.asu.edu/academic-calendar

Evaluation Criteria

Points Possible (Studio Total: 100)

Attendance

5

Regular attendance is required. 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.

Notebook and Documentation

5

Maintenance of 8.5 × 11 × 2-inch, three-ring binder/s as note books that documents organized compilation of notes, sketches, ideas and observation is mandatory.

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.

Refinements

5

All projects need refinements. Students are to complete and refine all projects over the course of the semester. 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.

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.

Presentation

5

Students expected to deliver professional presentations with vocabulary, and final work presentation.

Self Evaluation

5

One evaluation due completed at both midterm and final review. To be self critical is vital for growth.

Grading

Letter Points

A+ 97–100

A 93–96.9

A– 90–92.9

B+ 87–89.9

B 83–86.9

B– 80–82.9

C+ 77–79.9

C 70–76.9

D 60–69.9

E 00–59

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

Incomplete

The incomplete is not a routine process for successful completion of coursework. Rather, it is a limited academic exception intended to address situations where a student who has been doing acceptable work experiences exceptional extenuating circumstances beyond the student's control preventing their timely completion of the course. In evaluating requests for incompletes, we not only assess the nature of the extenuating circumstances and whether such circumstances were beyond the student's control, but also whether the student's record of performance in the class demonstrates the likelihood for successful completion of the remaining coursework. All incomplete contracts must also be approved from the academic unit leads. Finally, while policy dictates the maximum time for contract completion, we take into account what materials are outstanding and consider the appropriate extension. Statistically at ASU, the shorter the contract length the more likely students will be able to successfully complete their classroom obligations. You can read more about the incomplete policy at: asu.edu/aad/manuals/ssm/ssm203-09.html.

Self-evaluation is due complete at both reviews.

Midterm: _____

Final: _____

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

Required

All metal T square when available

Chipboard folders

3-Ply chipboard: 1 full sheet

Book binding cloth tape: 1 Roll Black 2"
or wider

Glassine paper

Chipboard/cardboard or black 3-ring binder(s):
8.5 × 11 × 2.5"

Cutting mat

Kneaded eraser

Scissors

Pencils 2-B (not mechanical)

Rulers

Schaedler Precision or Westcott

AccuSpec II Designer's Set
18" metal ruler

Scotch magic removable tape

Triangles 30/60/90° and 45/45/90°

Utility knife: Olfa L

Various

1 roll inexpensive brand clear tape

Computer storage device such as USB drive

Paper

White 20# copy paper: 8.5 × 11" and 11
× 17"

Black ±20# paper: 8.5 × 11"

Push pins

Scalpel

Swann Morton scalpel handle number 4

Blades number 23

Xacto knife and blades (or similar)

Glass

Clear glass with finished edges: 1/4 x 11 x 14"

Suppliers (other options may be available):

American Glass Company
americanglassaz.com

Glass King
glassking.com

Suppliers

Arizona Art Supply
arizonaartsupply.com

ASU Bookstore
bkstr.com/arizonastatestore

Blick
dickblick.com

Jerry's Artarama
jerrysartarama.com

Project 1
Letterform

Due
Midterm/Final Review

Goals

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

Lowercase

The lowercase letters are to be drawn in the following sequence: n, o, m, a, i, g, and t.

Consider the final uppercase HH from GRA 122.

Beginning in the course Canvas module, follow every step for the letters n and o. Then, after drawing the m, a, and i; draw the g by first following the Canvas module for the d steps, and then proceeding with the g steps.

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.

Adobe Illustrator

The following are all composed in an 11 x 14" portrait format, with no less than 2" margins, and proportional spacing.

(1)* Letterform nnnn onon: 'nnnn' and 'onon'.

(2) Letterform imagination: 'imagination'.

(3) Letterform paragraph: nine lines of characters repeating n, o, m, a, i, g, and t flush left with a proportional rag.

Document all sketches in 8.5 x 11" binder.

*See page 22 for list of deliverables for Final Review.

Project 2
Fascination Paragraph

Start: After Midterm

Due: Final Review

Goals

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, Visual Communications I, 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

(4) Fascination paragraph: 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 3
Constraint Project

Start: After Midterm

Due: Final Review

Goals

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.

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 5.882352941176471mm 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 2.941mm below the cap height.
- C. Draw a vertical 0.25 point, 100% black stroke from the document top edge to bottom edge that is 2.941mm to the right of the left edge of the uppercase H. [Object Menu > Transform > Move] Copy the vertical 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 11.111111111111111mm 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 3
Constraint Project continued

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.

(5) 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 16.

(6) System 9

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

(7) System 5

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

(8) 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.

(9) 3 imaginations

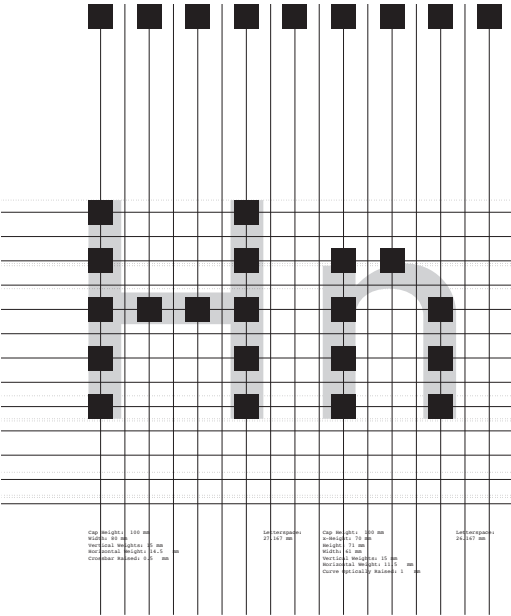
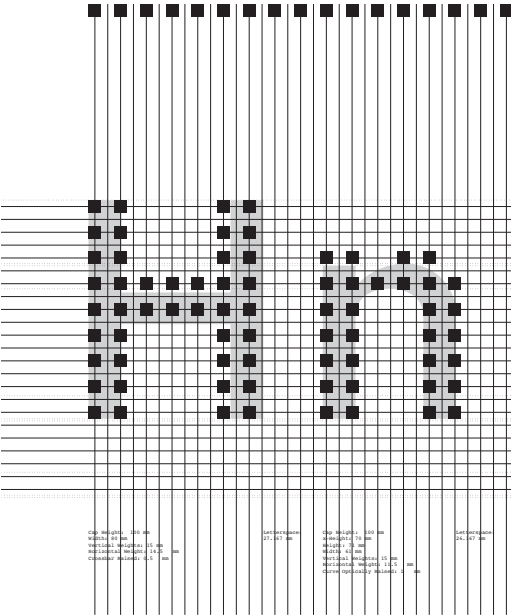
Compose an 11 x 14" portrait format with all three imagination constraints with proportional spacing and no less than a 2" margin.

Project 3
Constraint Project

Start: After Midterm

Due: Final Review

Examples



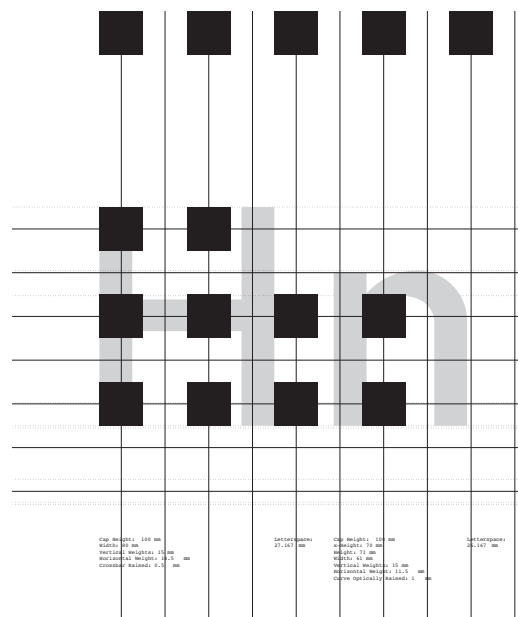
Project 3

Constraint Project

Start: After Midterm

Due: Final Review

Examples



Final Deliverables

Due
Final Review

- (1) Letterform nnnn onon
- (2) Letterform imagination
- (3) Letterform paragraph
- (4) Fascination paragraph
- (5) Constraint system 17
- (6) Constraint system 9
- (7) Constraint system 5
- (8) Constraint paragraph
- (9) Constraint 3 imaginations

Binder containing ALL sketches and Evaluation Analyses

Chipboard folder containing final work within glassine folders

All binder and final work files uploaded to Dropbox

Dropbox

Due Final Review

At the end of the semester students will be required to upload a copy of their work to Dropbox.

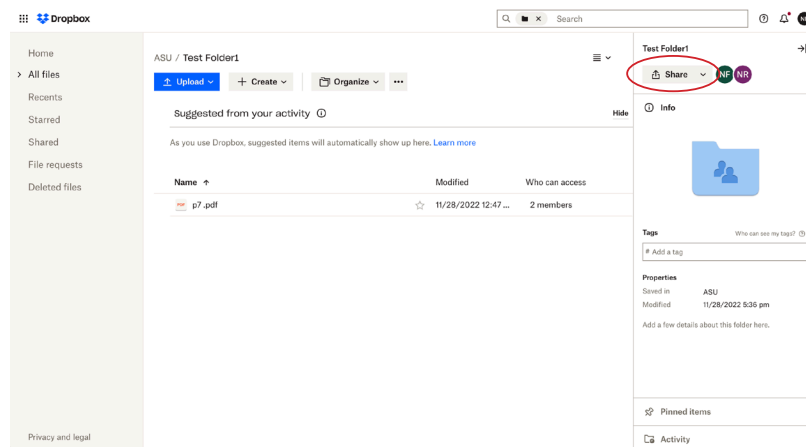
Sign into your ASU Dropbox account through MyASU. Link can be found in the 'View More' dropdown button at the top of the page.

Create a folder in Dropbox with the semester, year, course, and your name. As an example: 'Fall 2024 GRA 223 Eddie Opara'.

Upload process binder and final files. The process binder must be saved as PDF spreads (minimum of 300 dpi/ppi). Final Adobe files for each project must be saved as PDF or JPEG (minimum of 300 dpi/ppi).

The final files must be labeled the same as they are named in the syllabus, with the student's first/last name included, as in this example: 'The Calendar Eddie Opara'. Do not compress files into ZIP format.

In the upper-right corner of the Dropbox folder webpage, click on 'Share'. Search for your instructor's name. Make sure the 'anyone with this link' is set to 'can edit'. Share the folder.

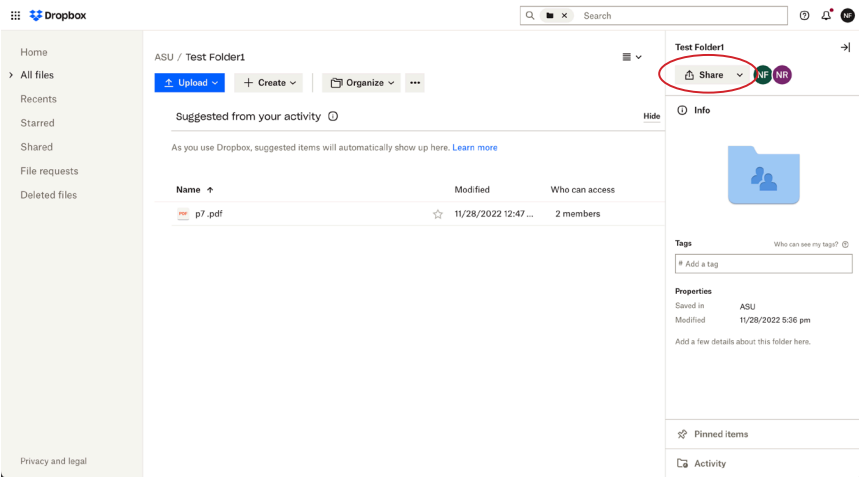


Students are responsible for ensuring that all files have been uploaded to Dropbox successfully, and are advised to check from another computer to ensure that all files have been uploaded in working condition **before final review**.

Dropbox Continued
Folders

Due
Final Review

In the upper-right corner of the Dropbox folder webpage, click on ‘Share’. Search for your instructor’s name. Make sure the ‘anyone with this link’ is set to ‘can edit’. Share the folder.



Students are responsible for ensuring that all files have been uploaded to Dropbox successfully, and are advised to check from another computer to ensure that all files have been uploaded in working condition **BEFORE FINAL REVIEW.**

Folders

To present all projects, make a 13 x 18” glassine folder for each page within a 15 x 22” 3-ply chipboard folder bound with cloth tape.

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

Letterform, Paragraph,
and Constraint Folders

15 x 22 Inch
Chipboard

13 x 18 Inch
Glassine

11 x 14 Inch
Work