TYPE HISTORY

Assignment Objectives:

• to digest a particular part of type history (Gutenberg to Bodoni/Didot)
• to explore learning preferences (Gardner’s 8 Intelligences)
• to notice how the learning preferences relate to audience profiles (audience, cultural frames)
• as a class to present the same information in various ways

Process:

• this is an opportunity to work either within one’s strengths/preferences or to expand beyond
• after you have self-evaluated your own learning preferences, choose 1 of Gardner’s 8 Intelligences
  and create a project that presents the requested information in the mode of your choice
• choose to give either an historical overview from Gutenberg to Bodoni/Didot, or re-tell the story of
  writing (but relate it back to the Latin Alphabet and lead us to Gutenberg), or to investigate one
  area in depth:
  Content Choices:
  — Gutenberg through Bodoni/Didot
    (make sure you touch upon all the names and eras listed in the lecture notes)
  — The Story of Writing
    (discuss the three basic writing systems, focus on the Latin Alphabet and lead us to Gutenberg)
  — One of the individuals/pairs of individuals we have discussed in class:
    Gutenberg (Blackletter)
    Manutius & Griffo (Oldstyle Venetian)
    Tory & Garamond (Oldstyle Garalde)
    Caslon & Baskerville (Transitional)
    Bodoni & Didot (Modern)
  • perform research in the library, online, and in your own books of the topic of your choice
    (the book on reserve in the library “History of Graphic Design” is a great resource)
• create your project in one of the Gardner’s Intelligences (see suggestions below)
• prepare for show & tell

Submission:

• format depends on your choice of learning preference (one of the 8 Gardner Intelligences), and
  should demonstrate an example of the learning mode you chose
• all projects must cover the content described above (work with one of three choices)
  name in your submission your choice of content
• identify in your submission the Gardner Intelligence with which you worked
• supply a list of references
• present your project in a format that is well thought through, well designed, demonstrates
  excellent craftsmanship, and presents information so that it can be easily followed by an audience
  representative of the Gardner Intelligence of your choice

All written submissions must be typed and proofread for grammar and spelling
(with proper references if applicable)
Suggestions for Potential Project Formats:

**LINGUISTIC INTELLIGENCE**  
*(ability to read, write, and communicate with words)*  
- write a formal academic paper (design it nicely)  
- tape record yourself or someone else giving the information requested (design the cover for the tape and the label on the tape, include a table of contents)

**LOGICAL & MATHEMATICAL INTELLIGENCE**  
*(ability to look for patterns, reason, and think in a logical manner)*  
- create a map of the historical events/required content, include a visual depiction of the relationships between historical events and the development of typography, demonstrate how the development of type is a result of larger movements—design/produce the piece in any media you like

**VISUAL & SPATIAL INTELLIGENCE**  
*(ability to think in pictures and visualize outcomes)*  
- create flashcards for the required content (one side of the card could be an image, the other could contain pertinent information about the piece, such as name of originator, date, significant points about this piece, significant details about the originator, historical context—design the set nicely)  
- create a slide show, include the requested content as your own version of “lecture notes” (submit as CD, design the CD cover and the label for the CD, include a table of contents)

**MUSICAL INTELLIGENCE**  
*(ability to make and compose music, sing, and use rhythm to learn)*  
- create lyrics with the required content for a piece of music of your choice (submit in writing and as a CD if you like, design materials/package as if you were to present it to a prospective studio) check out <http://www.manythings.org/midi/search.html> where you can find midi files which are music only, once you find the file that you want, you can then play it on your computer and sing to it, there is also a form of parody called “Filk” (Writing Science Fiction lyrics to existing songs), searching the web for “Filking Instructions” might be helpful if you choose this mode  
- create the lyrics and the music, present performance thereof (CD, real time) & submit script

**BODILY & KINESTHETIC INTELLIGENCE**  
*(ability to use one’s body movements to solve problems)*  
- design a game with the required content that will encourage the participants to move about (check out <www.thiagi.com> for game structures/shells); this could be as simple as the flash cards with a bit of a game structure to it, i.e. how to play it competitively—try out the game with some friends ahead of time to make sure it works, include game instructions in your submission  
- choreograph a movement piece with the required content, give written/spoken instructions as if you were to train a performer long distance
INTERPERSONAL INTELLIGENCE
(well developed social skills and good communication skills)

- write and perform a skit together with another student who chose this category, submit the script that contains the required content
- tape record and/or video tape an interview with an “expert” on typography (one student plays the interviewer, the other the interviewee)

INTRAPERSONAL INTELLIGENCE
(ability to reflect, analyze, and contemplate problems independently)

- study the required content, analyze it, and meditate upon your findings, then demonstrate the fruits of your reflection in a way that encourages personal reflection
- organize your thoughts on the required content in a personal journal, present the journal content in a “designed” fashion (could include visuals/sketches); this could also be a scrap book

NATURALIST INTELLIGENCE
(ability to make distinctions in the natural world/environment, joy of categorizing)

- within the required era/content relate the development of typography to the tool used for its creation, demonstrate how the tool influenced the development of each category of type classifications, put the required content into new categories (by tools used), present the information graphically

If none of the above listed suggestions work for you, feel free to create your own project parameters, but please make sure that your project fits within one of the Gardner Intelligences specifically and that the required content is covered. If you innovate your own format option please discuss your ideas with Regina before you proceed.

If you are still not satisfied with the options and you want to tread the traditional path you may opt to take a traditional test:

THE TORTURE CHAMBER
(ability to hold and re-present class content cohesively in a traditional mode)

- upon special request this assignment can be satisfied with a slide test which is about identifying slides representative of the major events and players in the eras of type history discussed in class (this mode is typical for art history material and will measure your ability to recall certain information upon request)
  —in order to prepare for this test you will need to study from the Graphic Design History book by Meggs which has been put on reserve in the library
Grading:

—originality
—craftsmanship
—quality & quantity of work
—required content
—package (submission items need to be complete)

Credits:
Icons were created by Natesh Daniel, former 53a student, for a design assignment for ALTA Book Publishing, and generously lent to us here for the purpose of further illustrating the meaning of each intelligence. The original book for which these icons were created elaborates on multiple intelligences in the classroom and can be purchased at <http://www.altaesl.com/Detail.cfm?CatalogID=1546>.