

- *Typography 2* explores the spaces between letters and words, and their relationships with other elements in space (on a page-slash-screen) and time (over many pages and screens).

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*Why*

The ability to choose and use appropriate typefaces appropriately forms the foundation for bettering communication with text.

A well-typeset page—on paper and on screen—honours content<sup>1</sup> and respects the reader; it is the mark of a considerate designer<sup>2</sup>

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*What*

The four-week course will explore in detail selecting and setting typefaces in Latin, and Indian language scripts that the students are familiar with. The exercises are meant to enable the students to consider aspects of typography<sup>3</sup> and layout—technical, practical, historic and cultural—and present you<sup>4</sup> with a good variety of scenarios where typographic niceties ought to be put into practice.

We start with attempting manual<sup>5</sup> typesetting to understand fundamentals of spacing and move on to consider shaping the page. In shaping the page, we discuss aspects of language and information design and use those to serve thematic elements from the text. We will also read short and significant texts on typography over the weekends and whenever time permits.

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*What For*

*To appreciate* and be able to put into practice typography<sup>6</sup> in the service of meaning and the reader.

*To Write* and thus familiarise ourselves with the art of looking critically and indulge in reflection and review as ways of learning.

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*How*

*Exercises* followed by discussions of student work

*Demonstration* of concepts and tools discussed

*Reading* of- and reflection on suggested texts

Not taking ourselves *too seriously*

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*Evaluation*

Concept comprehension and the ability to communicate what is learned. (Discussions with the faculty and showing the learning put to use in your work; both are valid ways of doing this.)

Openness to exploration and the diversity of materials, methods and concepts explored. (Work beyond what is strictly required of you in class. This doesn't mean quantity so much as variety.)

Contribution to classroom discussions and the ability and inclination to learn from peers. (Be *present*.)

Learning and developing skills. (When we see all your work from day 1 to day 20, do we see more consideration for content, the printer and the reader?)

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1 Robert Bringhurst, *The Elements of Typographic Style* (Pages 17–24)

2 The good kind of *designer-as-human-being*

3 Dictionary definition: the craft of composing type and printing from it

4 Used interchangeably with 'the student' for extra underlines on this course *in particular*. (As opposed to typography *in general*.)

5 As close to truly manual as we can get; we will use pre-printed letters in lieu of metal type.

6 Considering the broader meaning of typography here, to include some aspects of language and writing