

La asignatura de inglés técnico en el Grado Superior de Enseñanzas Artísticas en la especialidad de Diseño Gráfico. Unidad Didáctica: GEEK! (General Entertainment Elements of Knowledge).

Technical English in the High Artistic Degree of Design in the speciality of Graphic Design. Unit of work: GEEK! (General Entertainment Elements of Knowledge)

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Resumen

En el siguiente documento se presenta una Unidad Didáctica en el marco de las Enseñanzas Artísticas Superiores, con la particularidad de combinar la enseñanza del inglés con el desarrollo de las artes visuales, concretamente del Diseño Gráfico. La Unidad Didáctica presentada utiliza como leitmotiv la cultura popular y el diseño gráfico, con la intención de explicar los diferentes elementos y partes de la tipografía y su puesta en contexto en la enseñanza de la lengua inglesa.

Palabras Clave

enseñanza, unidad, didáctica, diseño, gráfico, arte, tipografía, cine, competencias, metodología, diversidad, friki, helvética, trajana, comic sans

Abstract

The aim of this paper is to show a Unit of Work integrated on the High Artistic Degree of Graphic Design, which has the particularity of combining English language teaching and the main topics related to Graphic Design. In this case, the leitmotiv of this Unit of Work is Typography and how its different elements and are put in context in the English language teaching.

KeyWords

unit, work, teaching, graphic, design, degree, art, typography, english, language, geek, methodology, movie, competences, diversity, helvetica, trajan, comic sans

1. Introduction

The aim of this thesis is to provide a unit of work for the course of technical English, which belongs to the High Artistic Degree of Design in the specialty of Graphic Design in the Andalusian Autonomic Community.

English has become one of the most important tools in communication nowadays for both professionals and students. Cultural aspects aside, having a language that unifies business and college makes mobility much easier and enriches the culture and tradition among countries.

It is important to say that the Common European Framework of Reference for Languages has been a useful source, for the three competences proposed in it (linguistic, sociolinguistic and pragmatic) are key points for the development of the unit of work here presented. Reception and production activities will not be created in isolation but in the context of a professional environment, using interaction as a reinforcement for the pragmatic part of the subject.

2. Justification

The topic chosen represents a challenge due to the lack of precedents in this specific subject, as the Royal Decree is recent (Decree 111/2014, of 8th of July) and few proposals have been made for this new subject.

One of the first hurdles to face in teaching English for future graphic designers is given by the level of English that the students may have. According to the 12th article in the before mentioned decree, adults from nineteen years old who do not fulfill the requirements established in the article 57.2 of the Organic Law 2/2006 of the 3rd of May, can access through a maturity access test evaluating the contents in Bachillerato. Apart from this, they may take a specific access test that will evaluate also their maturity, knowledge and attitudes to make the course effectively. Although the new Organic Law, on the improvement of the quality of education, (**LOMCE**), include modifications to the access to different stages of education, it does not modify the test nor the means to access to the before mentioned Degree.

All of this can lead to two big issues:

2.1. *The language of the tests*

The construct of the tests is specified in the first and second section of the third chapter of the BOJA of the 30 of April of 2012. With a higher level of concision, the description of the tests is in the Order of 18 of April of 2012, that regulate the access tests to the High Artistic Degree of Design. To be precise, is in the VI annex that the Graphic Design Studies are described. As a summary, there are three different tests:

The first one consists in a written theory exercise, in which the applicants have to analyze and criticize a text, a picture or a given graphic element.

The second one is an analytic-descriptive exercise in which they are required to represent a given model.

The third exercise is a creative one whose starting point is a text.

The evaluation of the written exercises will take into account the proper use of the language and composition, and the ability to analyse and relate concepts.

Once the situation, evaluation and process have been depicted, it is important now to mention that no where in the Law, Decrees, or orders is mentioned what the language of the test might be. It is logic to think that, as well as the students are able to answer the questions in English (or any other language), the language of the test can be also in English or any other language.

2.2. The base level of English of applicants

According to the law, those students who are already in possession of the High Technical Degree in Plastic Arts and Design are allowed to access directly to the High Artistic Degree of Design in the speciality of Graphic Design, with a preference of 20% of the vacancies.

As I mentioned before, applicants can access through a maturity access test evaluating the contents in Bachillerato, but none of these contents include the subject of English, but rather a general language knowledge and a test on Spanish History.

Apart from this, those students already mentioned have never course a subject of English during this type of degree, as it was not registered by law.

As a conclusion, it is possible to infer that the group of Technical English will be a heterogeneous one, made up of different levels that could include from students who have no knowledge of English to experts or bilingual English speakers.

On the other hand, and according to the two years experience of these Degrees, graphic design, typography and advertising are disciplines closely related to the use of English, something that happens in other skills, as Italian for decoration or Spanish for cuisine. Students were familiar to some terms and structures and proved to have a basic level of English in relation to written reading skills.

3. Context

The teaching-learning experience of this unit of work takes place in a public art school located in Granada. The building is set in a well-known street in the city centre, allowing an heterogeneous group of student to access, from both the city centre and the surroundings.

According to social class, the students conform a variety of levels, being all of them adults from 18 years old on.

Students may be:

- People unemployed
- Workers
- Recent graduates
- Students in another degree

The four-story building, originally planned only for teaching, has now a coworking office in it, which helps the students integrate professional life into their everyday life as learners.

Well-equipped classrooms, independently from the discipline that is to be taught in it, are one of the main characteristics of the building.

There are also open spaces, as the meeting room or the library, in which lessons can be taught in order to change the routine or just simply because the context of those spaces convey better the subject in a given moment.

Being placed in the city centre, and the fact that every student there should be of legal age, allow the teachers to do different activities outside the building or just teach the lesson with the help of a different, but familiar, scenery.

As for the classrooms, long tables are arranged in a parallel way, with four computers on them, aligned and with long spaces between them. This is due to the fact that the same classroom holds all the subjects, so there has to be plenty of space for theoretical and practical classes. The tables cannot be rearranged, but the students can sit on different places in the classroom.

4. Legal Framework

Organic Law 8/2013, of 9th December, on the improvement of the quality of education, (LOMCE).

L.O.E. 2/2006, where the different stages of education are established.

Decree 111/2014, of 8th of July, where the High Artistic Degree of Design are established in Andalusia.

BOJA 30/April 2012, in which the access tests to the High Artistic Degrees and the admission of the students to the public schools providing them are regulated. Chapter III, in which it is described how to access High Artistic Degree of Design in the speciality of Graphic Design in the Andalusian Autonomous Community.

BOJA 25/April 2013, in which the maturity test is set in relationship with the objectives of Bachillerato in order to access the High Artistic Degree of Design.

5. Competences

As well as in Compulsory Secondary and Primary Education there are objectives, the equivalent in the High Artistic Degrees are the competences. There are three different types of competences; Crosscurricular Competences refer to those that integrate different disciplines. There may not refer to a particular skill but can rather describe situations implying professional environments. General Competences define those ones that exist in the different plans of Artistic Degrees, and are valid for all of them. Finally, Specific Competences are those strictly referring, in this case, to the Graphic Design degree. The Competences for the High Artistic Degrees are the equivalent to what is called objectives in Secondary and Primary Education.

5.1. Crosscurricular Competences

- (1) To arrange and plan the workflow efficiently and motivationally. [1]
- (2) To solve problems and take decisions responding to the work in charged.[3]
- (3) To understand and use, at least, a second language in its professional development. [5]
- (4) To use the communicative skills and constructive criticism in the teamwork. [7]
- (5) To learn to fit in properly in multidisciplinary teams and varied cultural contexts. [9]
- (6) To conform, in competitive related contexts, to cultural, social, and artistic changes, and to the progresses in the professional field, selecting the proper courses to an ongoing training.[12]
- (7) To seek professional excellency and quality in the professional activity.[13]

5.2. General Competences

- (1) To master the languages and expressive resources of performance and communication.[2]
- (2) To run, lead and coordinate work teams and be able to adapt to multidisciplinary teams.[7]
- (3) To plan research and innovation strategies, to solve function-centered expectations, needs and materials.[9]
- (4) To communicate ideas and projects to costumers, to argue reasonably, to be able to evaluate proposals, and to guide conversations.[11]

5.3. Specific Competences (of Graphic Design)

- (1) To generate, develop and materialize ideas, concepts and images for complex communicative programs.[1]
- (2) To understand and use the significant ability of the graphic language.[3]
- (3) To master the procedures to create communicative codes.[4]
- (4) To analyze the behavior of the addressee in the communication process in relationship to the objectives of the project.[9]
- (5) To understand the economic, social, cultural and historic context in which the graphic design takes place.[13]

6. Contents

According to the Decree 111/2014 of the 8th of July by which the High Artistic Degrees of Design are established, the contents are:

- Design-related English terminology.
- Use of English in professional and scientific fields.
- Revision of English grammar in context.
- Oral and conversation understanding.

Apart from the official contents, I have set a number of contents to address during the course. These contents are divided into four different blocks. The contents here are not taught individually, but blending them to create more complex, but useful sessions.

BLOCK I: Glossary and vocabulary. This will include the vocabulary from the usual software for graphic designers, such as Adobe's Photoshop, Illustrator and Indesign, as well as packaging and other disciplines lexicon.

BLOCK II: Tools of communication. As mentioned in the contents, this block would be the one referring to the revision of English grammar in context. I would include here a unit of work related to CV and cover letters.

BLOCK III: General Design. All the vocabulary and proper structures used in graphic design would be in this block. The difference with Block I is that this part of the subject is taught in context, with actual texts and books, not adapted to students.

BLOCK IV: Resources. To help the before said blocks, Block IV is made to encourage students to learn on their own, teaching them how to use online dictionaries, how to understand tutorials or how to surf through employment websites.

7. Evaluation

A level test will be carried out to establish the starting level of the lessons. The aim of this test is also to have a reference of the levels that the students have in the different skills.

Once this is done, there will be a continuous and gradient evaluation of both the contents and the skills that have to be acquired. This will lead to a final evaluation of the result of this process. In order to make an accurate evaluation, I have chosen those criteria that fit most with the subject, the contents and the methodology I will use.

7.1. Evaluation of the crosscurricular competences

(1) To show the ability to record, analyze and synthesize significant information and how to manage it properly.

(2) To prove the efficient use of information technologies and communication.

(3) To express confidently in, at least, one second language in the professional environment.

(4) To assimilate integration in multitasked teams and varied cultural contexts.

2. Evaluation of the general competences

(1) To demonstrate knowledge of the different languages and expressive resources of representation and communication.

(2) To display the ability to set up relationships between formal and symbolic language, and its specific functionality.

3. Evaluation of the specific competences of graphic design

(1) To show the ability to record, analyze and synthesize significant information and how to manage it properly.

(2) To prove the efficient use of information technologies and communication.

(3) To express confidently in, at least, one second language in the professional environment.

(4) To demonstrate the knowledge to interrelate the formal and symbolic languages with a specific functionality.

I would like to mention now which are the things I will evaluate and which are the tools

I will use to such purpose. Firstly, oral interaction is paramount in the technical English lessons. Personally, I believe that adults need reinforcement in this kind of activities and achievements, even more than teenagers. Class intervention or taking part in the debates are the best ways I find to improve oral interaction.

As the subject is oriented to professional purposes, the ability of the student to change the register or learn how to deal with different stages in a business, are also things to evaluate.

Other things that I would evaluate are the ability to correctly synthesize information for both written and oral expression or the correct use of different registers.

My tools to evaluate are going to be the participation, the daily work, the homework and the extra work they can do at home (such as watching movies, tv shows or documentaries).

The marking criteria I will use includes the following factors and their correspondent percentages:

15% Term tests and final test

20% Final tasks

Observation:

5% attitude and behaviour

30% oral skills, interaction and participation

15% classwork

10% homework

5% Self-evaluation

8. METHODOLOGY

Defining how to teach will set up the basis of the methodology for the subject, as having technical English in the context of a graphic design degree will make a condition in most of the activities. The help of visual resources and ITC is an advantage that makes a difference from other stages of education.

1.1 The Communicative Approach

The communicative approach is not only a trend but also an effective way to learn a second language, having interaction as the basis of the process, and learning as the main aim. Based on language functions, focusing on situational events, and using roleplays and information gap activities, the effectiveness of this approach has been a key to the language teaching for adults, as they feel more confident if they can find a specific place or situation to use what they learn. Although this method was born as a response to audiolingualism, bits of some others methods can be considered useful in the process of learning English for specific purposes.

1.2 The Grammar-Translation Method

Born in the late 18th century, the Grammar-Translation method might sound as an archaic method to use nowadays, but its methodological base can be very useful for technical fields. Using translation in some specific moments helps adults to feel

confident in the learning of English and, the fact that this happens only in defined moments of the sessions make it a helpful tool rather than a proper methodology to use all along the lesson.

1.3 The Direct Method

Communication is the main purpose of the Direct Method, an approach that was created at the end of the 19th Century, used in Europe and USA until the 1920s. In my opinion, some of the bits that characterize this method can be highly useful in the context of teaching English for a visual/graphic degree as it is a more intuitive method. Avoiding translation but encouraging students to speak are the best features of this approach.

1.4 The Reading Method

When talking about specific purposes, it is important that we take into account that our students may have been reading texts on specific fields for some time now. The reading method may not be a useful method in isolation, but when it comes to the reading skill, this can be a great way to teach our students how to face both extensive and intensive readings.

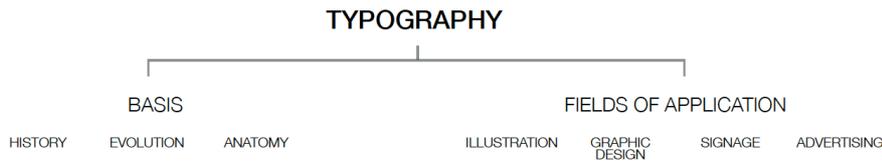
It is also interesting to mention that approaches like the Total Physical Response are also taken into account, although it is not for the approach itself, but for the way it deals with error, something that is tolerated here and that I find very useful if the aim of the subject is to help students communicate in different situations or registers. For this reason, the role of the students in this Technical English lessons must be very participative.

For instance, if we are doing a vocabulary activity, we will merely correct the students if there is a mistake in grammar. In the case of conversation exercise, as it could be those related to job interviews, we will mainly correct register mistakes in the first place, structural mistakes, and finally grammar mistakes.

As I mentioned before, the use of **Information and Communications Technology** (ICT) is paramount in the sessions, as the students are surely related to the new technologies and are used to be in touch with the English language through different software, tools or realia (i. e. magazines, specialized books).

Due to the fact that sessions are two hours long, warm-up activities may take up to twenty minutes. At the end of the lesson, other fifteen minutes will be used to recap what we learn every day.

The topics chosen will not be taught in isolation, but with a leiv-motif that helps us have a richer session, full of bits of information. I prefer this way because graphic design is a discipline made up of many others, such as photography, illustration, typography or packaging. I would like to mention the case of typography, for it is a topic full of interdisciplinary contents, which can be divided into the basics of typography itself and, on the other hand, the different fields of application. This differentiation would help us include other fields while still teaching typography.



9. ATTENTION TO DIVERSITY

Unlike secondary education, when we talk about diversity in the contexts of visual-related degrees, we may find a number of necessities that are different to what we are used to find among other stages of education.

Mixed-ability groups of students are very common, especially if we are referring to English learning. We will have to pay attention to weak as well as strong learners. There will be a number of reinforcement activities on the one side, and of extra readings or activities on the other side.

There can be students who are not familiarized with graphic design or visual art as much as others. Some of them may have never learn about that even in their mother language.

Another option would be having students with a higher level of English, but with no basic knowledge of visual arts. In this case what I would do is to offer them a glossary to use it all along the course.

Sometimes we can find students that join the school later than expected. It will be useful to have a compilation of exercises as well as interactive material to work offline, so that the student can have the chance to practice at home without the supervision of the teacher.

It is very important to grade the activities for this kind of student in order not to burden them unnecessarily. For instance, I would provide the student a number of articles, videos or activities related to graphic design, considering his/her level and how much time is the learner able to spend doing this tasks at home.

10. UNIT OF WORK: GEEK! (General Elements of Entertainment and Knowledge)

Unit 2 is about typography. There will be 3 sessions of two hours each, so in the end there will be **six** hours of technical English on the topic of **typography**. This unit will take place from the third week of October until the fourth week of November, following Unit 1, which is a general review of English grammar, used also to evaluate the base level of the students, and preceding Unit 3, that is a unit devoted to the basis of graphic design.

Due to the fact that the lessons will last **two hours**, the aim will be to set the exercises in order to practice as many skills as possible per session.

The first session is about Trajan and will start with a warm-up task to engage them in the topic. After that, there will be a few exercises related to vocabulary, so that the students get easily familiarized with the words they will have to use all along the following sessions on this topic.

The second session is about Comic Sans. The aim in this session is that students are able to express opposite opinions around the same font and learn how to change into different language registries.

The third session is about Helvetica. In this session communicative interaction is paramount and, as a final task, they will make a presentation that will include all the elements they learnt in these three sessions.

	monday	tuesday	wednesday	thursday	friday	
october	20	21	22	23	24	S1 Trajan is the movie font
	27	28	29	30	31	S2 I <3 Comic Sans
november	3	4	5	6	7	S3 Helvetica: One font to rule them all

GEEK!

GENERAL ENTERTAINMENT ELEMENTS OF KNOWLEDGE

UNIT 2

GEEK! GENERAL ENTERTAINMENT ELEMENTS OF KNOWLEDGE

TOPIC: TYPOGRAPHY	FIRST FOURTH-MONTH TERM	3 SESSIONS (TWO HOUR EACH)
FINAL TASK		

Students will be arranged in groups. Each group has to do a presentation about the differences and similarities of a number of fonts.

COMPETENCES		
CROSSCURRICULAR COMPETENCES	GENERAL COMPENTECES	SPECIFIC COMPENTENCES

[1] To arrange and plan the work-flow efficiently and motivationally

[2] To master the languages and expressive resources of performance and communication

[1] To generate, develop and materialize ideas, concepts and images for complex communicative programs.

[3] To solve problems and take decisions responding to the work in charged

[7] To run, lead and coordinate work teams and be able to adapt to multidisciplinary teams.

[3] To understand and use the significant ability of the graphic language.

[5] To understand and use, at least, a second language in its professional development.

[9] To plan research and innovation strategies, to solve function-centered expectations, needs and materials.

[4] To master the procedures to create communicative codes.

[7] To use the communicative skills and constructive criticism in the teamwork.

[11] To communicate ideas and projects to costumers, to argue reasonably, to be able to evaluate proposals, and to guide conversations.

[9] To analyze the behavior of the receptors in the communication process in relationship to the objectives of the project.

9] To learn to fit in properly in multidisciplinary teams and varied cultural contexts.

[13] To understand the economic, social, cultural and historic context in which the graphic design takes place

[12] To conform, in competitive related contexts, to cultural, social, and artistic changes, and to the progresses in the professional field, selecting the proper courses to an ongoing training.

[13] To seek professional excellence and quality in the professional activity.

UNIT 2

GEEK! GENERAL ENTERTAINMENT ELEMENTS OF KNOWLEDGE

OBJECTIVES

To learn about typography in the context of graphic design related topics.

To produce texts based on descriptions.

To learn new vocabulary related with typography.

To ask and give information about fonts.

To learn new vocabulary related directly or indirectly with typography.

CONTENTS

Design-related English terminology, common vocabulary and expressions.

Use of English in professional and scientific fields, focusing in the field of typography but including other related areas.

Revision of English grammar in context, using actual material from specialised sources.
Oral and conversation understanding, with particular attention to fluency in both peer to peer and group interaction.

EVALUATION

CRITERIA	INSTRUMENTS
1. To check oral interaction exchanging information concerning typography. 2. To make sure the extraction of global and specific information from an instructive text. 3. To check the production of written texts by organizing the information in well-built paragraphs. 4. To check the collaboration, cooperation, and organization to reach the tasks by deducing and inferring from context the object of the tasks.	1. Final Task 2. Daily work 3. Notebook 4. Participation

SESSION 1: TRAJAN IS THE MOVIE FONT

LESSON NAME

Trajan is the movie font.

OBJECTIVES

To learn the parts of a letter.

To know the elements that convey the qualities of a typeface.

To get familiar with the terminology of typography.

WARM-UP

Have a debate on the students favourite fonts.

TASKS

Let your students remember the parts of a typeface by drawing them down.

Give the students a text about typography.

After reading once, ask the students to underline those words directly related to typography.

With the help of the internet, do a glossary with the most relevant words.

DIVERSITY

The extension and complexity of the word definitions may vary on the level of the student.

MATERIALS

Digital activities.

Computer and projector.

COMPETENCES

1, 3, 5, 13 Transverse

2, 7, 9 General

4, 9 Specific

HOMEWORK

In a typography scheme, fill in the blanks with the name of the parts.

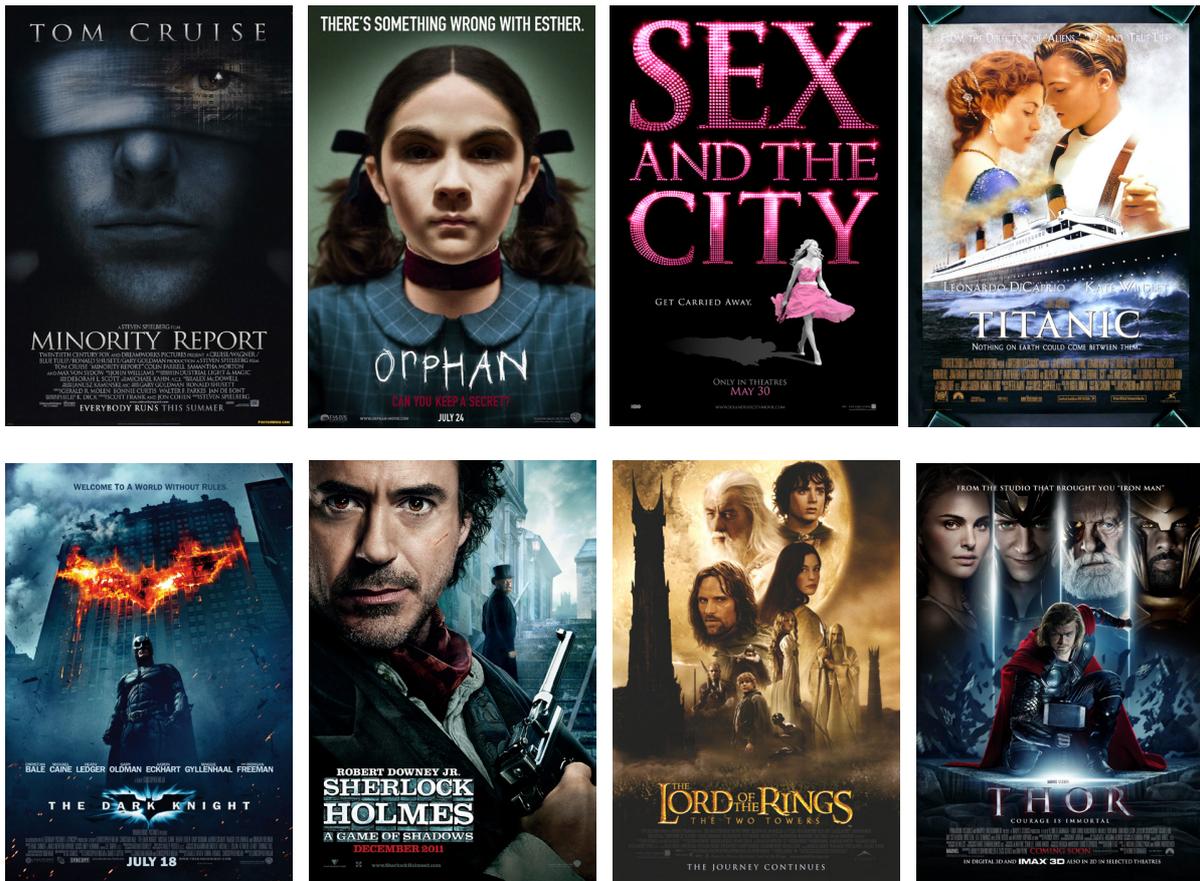
Play some of the games that you can find in this website:

<http://blog.redbubble.com/2011/11/10-websites-and-apps-to-improve-your-typography-skills/>

SESSION 1: TRAJAN IS THE MOVIE FONT

1

Take a look at the following **movie posters**.



WHOLE CLASS

Debate about things they all have in **common** and things that make them **different** to each other.

2

Ask your partner things about the films themselves and about the movie posters.

Student A: Have you watched Minority Report?

Student B: Yes I have.

Student A: Did you enjoy it?

Student B: For sure! It was very interesting. I love science fiction!

Student B: Do you know Thor's font?

Student A: Yes, I know. It's Trajan.

Student B: Do you like Trajan?

Student A: I like it, although it is a very classic font.

SESSION 1: TRAJAN IS THE MOVIE FONT

- 3 With the help of your computer, find your favourite movie poster. Write a comment to explain why this is you favourite movie poster. Finally, read it out loud.

EXAMPLE



Captain America 2 is my favourite movie poster. I like it because it features the main character and hero of the story. But most of all, I like it because you can see the shape of the "A".

- 4 In order to remember some parts in a font, we can relate them to human body parts. Chose which are the correct ones and pair them with their respective drawing. Use an online dictionary if needed.

spine

head

mouth

leg

ankle

arm

eye



SESSION 1: TRAJAN IS THE MOVIE FONT

5 1 Watch the following video.



<https://www.youtube.com/watch?v=t87QKdOJNv8>

2 Read the text and answer the following questions in pairs.

When was Trajan created?
For which kind of movies was it originally used?
Which horror movies feature Trajan?

6 1 Write a definition for each word in bold.

typeface **case** **capitals** **glyphs** **lower case**

2 Find at least one synonym for each word for each word.

7 Find the following words in the crossword.

capital	eye	head	arm	spine	case	typeface	leg	serif
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W O N K Z W P J F U W N B F B
A T K N R U J V N K S G E I U
P Z E S P I N E C I O M W M T
H P E N W S L V L L O R I B T
O C U M E N U I I I C H R K O
T A J G W Q I U C S C E E E N
O P W I A U Q A K U S A R P N
S I A I V A K L R F O D D E R
H T L F I L E N E M O H O L W
O A O L B F Y E Q P B N A E L
P L Z X N I B E P O Z E T O X
I N D I O R O J B A S O A K O
D O E T Y E E F A C E M O S A
T Y O L B S R P O F I L N O L
E O L A S J D M F O L E U Y Q

SESSION 2: I <3 Comic Sans

LESSON NAME	I <3 Comic Sans
OBJECTIVES	To understand the particularities of the Comic Sans. To learn the origin of that typeface. To be able to create complex sentences.
WARM-UP	Make a debate with the students about their opinion on Comic Sans.
TASKS	Help your students communicate a point of view. Give the students useful tools for research.
DIVERSITY	The extension and complexity of the arguments in the debates may vary on the level of the student.
MATERIALS	Digital activities. Computer and projector.
COMPETENCES	3, 7, 12 Crosscurricular 1, 9, 11 General 3, 4, 9, 13 Specific
HOMEWORK	Take a look at the following information and feel free to forward it to other students. <i>http://www.comicsanscriminal.com/</i>

SESSION 2: I <3 Comic Sans

ACTIVITY 1

Aim To learn to give proper arguments in a debate, expressing likes and dislikes.
Skill Listening and speaking.
Time 15 minutes | 15 minutes.
Interaction Whole group activity.
Procedure Teacher introduces the exercise and acts as a moderator in the debate.

ACTIVITY 2

Aim Students do a research looking for specific information.
Skill Reading and writing.
Time 20 minutes.
Interaction Individual work.
Procedure Students look for specific information.

ACTIVITY 3

Aim Students learn to read extensive texts and to synthesize them.
Skill Reading and writing.
Time 15 minutes | 20 minutes.
Interaction Pair-work.
Procedure Students write a summary.

ACTIVITY 4

Aim To compose a sentence combining a number of shorter sentences.
Skill Reading and writing.
Time 20 minutes.
Interaction Individually.
Procedure Students use the same system to compose the sentence as in the example.

ACTIVITY 5

Aim To listen for specific information.
Skill Listening and speaking.
Time 15 minutes.
Interaction Individually.
Procedure Students will answer the questions according to the video.

SESSION 2: I <3 Comic Sans

- 1 1** In the following session, we will deal with Comic Sans. Each one should make two lists, one about reasons to love it and another with reasons to hate it. Now the teacher will make two groups and each group has to defend its reasons.

EXAMPLE

Group A: We like Comic Sans because it's everywhere.

Group B: It may be everywhere, but it's not serious.

Group A: It's a fun font, you can use it for kid's books because it's easily readable.

- 2** After this, the people who were defending the Comic Sans have to give arguments not to use it and viceversa. **Make a list** of the best reasons for both.

- 2** Take a look at the following logos. Can you find the name of their original fonts?



SESSION 2: I <3 Comic Sans

3 1 Read the following text.

Hate it or not, Comic Sans is one of the most popular fonts in the world. It's on birthday cards, comic books, restaurant menus, signs, branded merchandise and all over the web.

How did such a widely used font become so famously disliked?

Comic Sans MS (a.k.a. Comic Sans) is a sans-serif casual script typeface. It was designed by former Microsoft font designer Vincent Connare, who also created other notable fonts, such as Trebuchet and some of the Wingdings. However, he is most well known for Comic Sans, which was released in 1994 by Microsoft Corporation.

The font was based on lettering from comic books Connare had lying around his office, specifically Watchmen (lettered by Dave Gibbons) and The Dark Knight Returns (lettered by John Costanza).

The programmers of Microsoft 3D Movie Maker began to use Comic Sans for their cartoon guides and speech bubbles, too. After Microsoft 95, it became a default for Microsoft Publisher and Internet Explorer.

Nearly two decades later, the childlike font is one of the most recognized scripts in the world.

The programmers of Microsoft 3D Movie Maker began to use Comic Sans for their cartoon guides and speech bubbles, too. After Microsoft 95, it became a default for Microsoft Publisher and Internet Explorer.

Nearly two decades later, the childlike font is one of the most recognized scripts in the world.

Comic Sans — classified as a casual, non-connecting script for informal use — has been a standard in the Microsoft font library since it was included in the Microsoft 95 package, though Connare never intended it to be.

“Comic Sans was designed because when I was working at Microsoft, I received a beta version of Microsoft Bob. It was a comic software package that had a dog called Rover at the beginning and he had a balloon with messages using Times New Roman,” explains Connare on his website.

2 In pairs, write a summary of the text you have just read. Paraphrase if necessary.

SESSION 2: I <3 Comic Sans

4

Combine the following sentences to build up a single sentence.

EXAMPLE

- ¹ Teachers often recommend something.
- ² The recommendation is that students take notes.
- ³ The notes are detailed.
- ⁴ The notes are in class.
- ⁵ The notes are for a reason.
- ⁶ The reason is that students may forget things.
- ⁷ Students may forget up to 80 per cent.
- ⁸ The 80 per cent is of a class lecture.
- ⁹ Students may forget within two weeks.

¹Teachers often recommend ²students to take ³detailed notes ⁴in class
for they may ⁷forget up to 80 per cent of a ⁸class lecture ⁹within two
weeks

- ¹ Comic Sans is a sans-serif typeface.
- ² Comic Sans is a casual typeface.
- ³ Comic Sans is a script typeface.
- ⁴ Comic Sans was created by Vincent Connare
- ⁵ Vincent Connare was a Microsoft designer.
- ⁶ Comic Sans was released by Microsoft Corporation.
- ⁷ Comic Sans was released in 1994.

- ¹ Comic Neue is a script typeface.
- ² Comic Neue was released in 2014.
- ³ Comic Neue was created by Craig Rozynski.
- ⁴ Craig Rozynski is a graphic designer.
- ⁵ Craig Rozynski is a Australian.
- ⁶ Comic Neue is a modern version of Comic Sans.
- ⁷ Comic Neue is a refined version of Comic Sans.
- ⁸ Comic Sans was released by Microsoft Corporation.
- ⁹ Comic Sans was released in 1994.

SESSION 2: I <3 Comic Sans

5

Watch the following and discuss with your partner the questions.



https://www.youtube.com/watch?v=g5_LkgPmDSU

Which font was originally used for the **dog's speech balloon**?

Why did Vincent Connare think that was silly to use **that font**?

Which **tool** did he use to recreate the font in the **computer** screen?

How many **days** did he take to do the letters for the **testing**?

SESSION 3: Helvetica, one font to rule them all

LESSON NAME

Helvetica, one font to rule them all.

OBJECTIVES

To understand the particularities of the Helvetica.

To learn the origin of that typeface.

To take a revision on terminology related to technology.

WARM-UP

Make a debate with the students about their opinion on Helvetica.

TASKS

Help your students communicate a point of view.

Give the students useful tools for research.

DIVERSITY

The extension and complexity of the arguments in the debates may vary on the level of the student.

MATERIALS

Digital activities.

Computer and projector.

COMPETENCES

1, 3, 7, 12 Crosscurricular

2, 7, 9, 11 General

1, 3, 4, 9, 13 Specific

HOMEWORK

If possible, watch the complete Helvetica movie.

SESSION 3: Helvetica, one font to rule them all

ACTIVITY 1

Aim To ask for information about a certain topic.
Skill Listening and speaking.
Time 15 minutes.
Interaction Pair-work.
Procedure Teacher introduces the exercise and helps by suggesting some questions.

ACTIVITY 2

Aim Students do a research looking for specific information.
Skill Reading and writing.
Time 15 minutes.
Interaction Pair-work.
Procedure Students look for specific information.

ACTIVITY 3

Aim Students complete the exercises.
Skill Reading and writing.
Time 15 minutes.
Interaction Individual work.
Procedure Students write a summary.

ACTIVITY 4

Aim Students take decisions on which pieces of information are relevant to write about.
Skill Listening, speaking, reading and writing.
Time 30 minutes.
Interaction Group work.
Procedure Students debate and decided in order to create the basis for the following task.

ACTIVITY 5

Aim Students express themselves properly when talking about fonts.
Skill Listening, speaking, reading and writing.
Time 45 minutes.
Interaction Group work.
Procedure Students will anscreate a presentation that will included everything they have learned about typography so far.

SESSION 3: Helvetica, one font to rule them all

- 1** 1 Watch the trailer of “Helvetica”. In pairs, ask your partner about it.



EXAMPLE

Student A: Did you know there was a movie about this font?

Student B: Yes, I knew, but I haven't watched it.

Student A: What do you think it will be about?

Student B: I think it will be about how it was created and the most popular logos featuring it.

- 2** Make a list of the most popular logos featuring the Helvetica font. Use your computer to do the research.

- 2** Take a look at the following logos. Can you guess which of them are condensed, bold, medium or light or regular versions of Helvetica? Explain the differences?



SESSION 3: Helvetica, one font to rule them all

3 1 Underline the most suitable word or phrase.

- a) This is a small car, but it has a powerful engine/machine.
- b) Do you use an electric/electrical toothbrush?
- c) I can't see anything. Where's the light plug/switch?
- d) I'm going to buy a new notebook/desktop PC that I can take to work.
- e) You can't use the lift. It's out of order/work.
- f) If you don't press this button, the washing machine won't go/move.
- g) Use this torch. The other one doesn't act/work.
- h) The lights have gone out. It must be a power break/cut. i) A car factory/industry has just been built in our town. j) Who exactly discovered/invented the computer?

2 Complete the sentences with a word from the box. Use each word once only.

icon	website	cursor	pull-down menu	reboot
scroll down	download	highlight	paste	engine

- a) The text appears at the position of the flashing **cursor**.
- b) Hold down the left mouse button and drag the mouse over the text that you want to.....
- c) If your computer crashes, you may have to
- d) To open a document, click on the relevant
- e) To transfer text to another document you can copy and
- f) If the text you want is below the part you can see, you can
- g) Look at the toolbar at the top of the screen and select the option you want from the.....
- h) Connect to the Internet and type out the address to go straight to the
- i) If you can't find the information you want on the website, try typing out a key word into the search
- j) If you need to get a whole program from the Internet, it can take a long time to

SESSION 3: Helvetica, one font to rule them all

4 **FINAL TASK.** In groups, chose a font of your liking and write down a description of its best characteristics. Find logos that feature each of them. Discuss on the application it could have and the one it actually has.

5 Now the teacher will rearrange the groups so there is a member of each of the previous ones in the group. Your task here is to make a PDF presentation with the things they have in common and the things that make them different.

You may include new versions of common logos from activity 4.

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