Course Code:	1513QCA
Course Name:	Computer Visualisation & Image Creation
Semester:	Trimester 2, 2018
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Sue Stone
Document modified:	16th April 2018

Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	**Email**
Sue Stone	sue.stone@staff.griffithcollege.edu.au

Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

Prerequisites

There are no prerequisites for this course

Brief Course Description

This course introduces students to image creation, manipulation and composition software and how to manage it, in both a practical and strategic sense. Students will develop and manipulate analogue and digital images in both vector and pixel-based formats and explore the dynamics and challenges of the designer-client relationship through practical and reflective exercises. On completion, students will have developed elementary skills and knowledge relating to type, composition, layout, file management, and preparing files for printing and online publishing. Software used in this course is Adobe Illustrator, Photoshop and InDesign. All design and multimedia students will gain fundamental image sourcing, reading, creation, manipulation, and usage skills to support ongoing studies.

Rationale

Software and digital tools used by designers are continually changing, and this introductory level course aims to foster good practices for learning techniques and skills and a capacity to reflect on the power of representation. A considerable portion of learning will take place in the student's own time, using online tutorials to master basic software skills which will then be assessed and contribute towards on-going progressive and in-class assignments. By taking on the role of both designer (gift-giver) and client (gift-receiver), students will gain an understanding of how designed artefacts can both represent and misrepresent concepts (in 2D and 3D) and how software can both liberate and restrict creative and collaborative processes. Time management, file management and self-motivated learning and troubleshooting will be emphasised to support ongoing studies.

Aims

The aim of this course is to introduce students to standard design software, how to become self-sufficient in keeping up to date with it, and to recognise its limitations and potentials.

Disciplinary Skills

1. Introduce skills for learning software used within visual media/design industries.
2. Introduce methods for the creation and manipulation of imagery as vector and raster graphics.
3. Introduce students to basic principles of composition, layout, typography and colour.
4. Encourage the practice of sketching and generating form and ideas in analogue media prior to committing to digital media.
5. Explore material properties in analogue forms and how they are transformed by digital media.
6. Develop image research skills and an ability to read and critique the image.
7. Engender a capacity to learn using online resources.
8. Introduce time management skills.

Communication and Team Work
1. Develop listening, communication and interpersonal skills necessary to represent others with integrity.
2. Interact and collaborate with others across cultural contexts
3. Represent others' identities, interests and passions through design.

Creativity and Critical Judgement
1. Recognise the limitations and possibilities of digital and analogue media
2. Use knowledge and skills to choose appropriate media for a design problem
3. Develop a wide array of image-making methods
4. Understand the implications of using different media

Social Responsibility
1. Understand how images are coded and can be re-coded.
2. Develop an understanding of the responsibilities of the designer, in the context of representing others' interests and identities
3. Gain awareness of the impact of technology in image production and dissemination
4. Understand the value of self-driven learning, for ongoing studies and professional development.

Learning Outcomes

After successfully completing this course you should be able to:

A. DISCIPLINARY SKILLS
1 Create and manipulate complex raster and vector digital content
2 Apply effective use of design principles, composition, colour, imagery and type within creative works;
3 Sketch and generate ideas and form in analogue media prior to committing to digital media.
4 Demonstrate a capacity to learn systematically using online resources and schedule workload systematically according to deadlines as well as practice good file management and backup processes

B. COMMUNICATION AND COLLABORATION SKILLS
5 Listen to and communicate with colleagues in order to represent them with integrity.
6 Interact and collaborate with others across cultural contexts
7 Represent others' identities, interests and passions through design.

C. CREATIVITY AND CRITICAL JUDGEMENT
8 Recognise the limitations and possibilities of digital and analogue media
9 Use knowledge and skills to choose the appropriate medium for a design problem
10 Deploy an array of image-making methods through appreciation and understand of the implications of using the varied media.

D. SOCIAL RESPONSIBILITY
11 Understand the responsibilities of the designer in the context of representing others interests and identities.
12 Recognise the social impact of technology in image production and dissemination
13 Understand the value and importance of self-driven learning, for professional and personal development.
14 Understand how images are coded and can be re-coded.

Texts and Supporting Materials

Related to reading the visual

Hall, Sean (2012). "This Means This; This Means That: A User"s Guide to Semiotics", London: Laurence King.
Berger, John (1972). "Ways of Seeing", London: Penguin.

Related to mapping patterns

Lima, Manuel (2011). "Visual Complexity: Mapping Patterns of Information", Princeton Architectural Press, New York.

Related to typography and design

Lupton, Ellen (2004). "Thinking with Type: A Critical Guide for Designers, Writers and Editors", Princeton Architectural Press, New York.

Related to "design-making" and project work

Mauss, Marcel (2002). "The Gift: The Form and Reason for Exchange in Archaic Societies", London: Routledge

Required Reading
Dilnot, Clive (1993). "The Gift", Design Issues, Vol. 9, No. 2 (Autumn, 1993), pp. 51-63
http://www.jstor.org/stable/1511674

Hardware & Software Requirements

The software utilized in this course is Adobe Illustrator, Photoshop & InDesign, all of which are available in computer labs. All software applications are cross-platform. It is very highly recommended that students purchase a subscription to the Adobe Creative Cloud so that they can use the software on their own computer and mobile devices.

On-line materials

From the beginning of the semester the Griffith College portal will contain the following:
-tutorials and exercise material
-links to course related content
*The above mentioned links are available from week one. These links are continually updated or removed as required.

Additional Online Software support
The Help menu in each program
www.adobe.com
www.smashingmagazine.com/
www.photoshoplover.com
www.photoshopcafe.com

Organisation and Teaching Strategies

The course will be delivered as a combination, one-hour lecture and two-hours of computer lab tutorial and exercise content and a one-hour workshop. The lecture, tutorials and workshop will be delivered in a computer lab environment, due to the demonstrative nature of the contents of the course and the software requirements.

In the 2-hour practical lab tutorial, you will utilize a range of design, image preparation and creation software. The applications used are vector and raster based programs such as, Adobe's Illustrator, and Photoshop. InDesign is used for creating layouts.

The 1- hour workshop is designed to assist you to develop your design skills through exercises using a range of software packages. You will gain practice in completing activities that will assist you with your assignments.

Class Contact Summary

Attendance

You are expected to attend all classes throughout the semester as lectures and tutorials are provided for direction, explanation and interpretation. You are also reminded that your attendance in class will be marked twice during a four hour class. To receive full attendance, you must be present in the classroom on both occasions.

A minimum attendance record of 80% is required for this course. If you do not meet this minimum attendance/involvement you may forfeit 10% of overall marks for the course. In reality this means one class may be missed without penalty; Miss a second class and you lose 5%; Miss a third class and you lose all 10%. Exceptions will be made only if appropriate documentation is provided by the University counsellor or a medical practitioner, or if a class is cancelled.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 with passing grades achieved in more than 50% of courses in any semester [please see Griffith College Policy Library - Program Progression Policy - for more information].

Independent Study

You are expected to reinforce your learning gained during class time by accessing, studying and working through the information and assessment exercises, and by undertaking independent study. For this 10 CP course, you will need to spend at least 10 hours per week engaged in activities that will help your learning and fulfil the course objectives. Thus, provided you have well used the 4 hours per week of formal contact, you would then complete at least 6 hours per week of independent study. Students may contact their lecturer or tutor via email or during staff consultation hours (posted on the Griffith College portal) regarding any queries.

Content Schedule

The course will be delivered as a combined, seminar and computer lab 4-hour tutorial with student expected to spend the remaining 6 hours per week minimum working through online learning tutorials and working on the two assignments. Students are expected to use the week-by-week course content to update knowledge, practice skills or reinforcing what was introduced in lectures and tutorials. This content is not offered as an on-line only course delivery method. Weekly attendance is still required.

Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	Introduction to software, image creation and course texts. Thinking behind image making and digital tools for image creation. Tutorial/workshop: Introduction to vectors	Lecture/tute	Hall; Berger
2	Introduction to reading the visual. Tutorial/workshop: vectors across software (advanced drawing), work on journal (setting-up InDesign files). Mind mapping.	Lecture/tute	Hall; Berger
3	Converting 3D imagery to 2D. Tutorial/workshop: Working with rasters/vectors.	Lecture/tute	Lima
4	Visual media technical methods of persuasion and design principles.. Tutorial/workshop: Mind mapping & cultural sensitivities. Design in context (social change).	Lecture/tute	Lupton
5	Representing relationships. Assessment 1 due: Image critical reflection presented in class and submitted to TurnItIn.	Lecture & Assessment	
6	Visual media technical requirements for production. Image sourcing.	Lecture/tute	
7	Assessment Due: Mid-point visual journal.	Tutorial & Assessment	Dilnot
8	Discussion of Dilnot reading. Budgeting, time, environmental impact, Role of client and designer. Tutorial/workshop: mapping, representation.	Lecture/tute	Mauss
9	Creative thinking, Metonymy. Tutorial/workshop: idea generation	Lecture/tute	
10	Work on project.	Tutorial	
11	Process Journal due	Tutorial	

		Assessment	
12	Final Project (Social change project) due	Assessment	

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Visual image critiques	10%	14	Week 5
2	Visual Journal (Mid-point)	25%	1-4, 8-10, 12-13	Week 7
3	Social change VCD project	30%	1-12	Week 11
4	Visual Journal (Final)	35%	1-4, 8-13	Week 12

Assessment Details

1 Image critiques

Type: Witten assessment
Learning Objectives Assessed: 14
Due Date: Week 5

Task Description:
* As part of the visual journal, written reflections form an integral part of the learning and design process and are used throughout the course to support both theoretical and practical understandings of image making. As an introduction to visual literacy students will be given readings and be encouraged to source images of their own choosing to form the basis of their image critiques. Note: this journal should be brought to class each week for discussion and informal feedback.

* You will be asked to present analytical appraisals of at least 1 image of your choice within your journal and present this orally to the class during week 5.

Criteria & Marking:
The written material will be submitted digitally, presented to the class and submitted to TurnItIn.

Assessment criteria are as follows:
- accuracy of information
- identification of issues
- clarity and consistency of presentation (visual and oral)
- evidence of research

Submission:
Learning is most effective in this course when students and staff engage face-to-face; unless informed otherwise, to be eligible for assessments of their learning students must attend 80% of all tutorials and lectures in this course.

Self assessment: Does not contain self assessment activities.

2 & 4 Visual Journal (Mid-point and Final)

Type: Log of Learning Activities

Learning Objectives Assessed: 1- 4, 8-10, 12-13
Due Date: Weeks 7, 12

Task Description:
* Not only does the visual journal contain all written reflections; but it also serves as a repository for all process work and software skills development evidence. The journal should be developed in an ongoing process every week in student's own time and during class tutorial sessions. This requires bringing relevant files to class each week for discussion and ongoing work progression.
* A comprehensive list of expected journal content is detailed in the visual journal brief available on the portal.

Criteria & Marking:
The project will be submitted digitally, presented to the class and assessed at midpoint (25%) and again at the end of semester (35%) as a completed journal.

Assessment criteria are as follows:
- accuracy of information
- identification of issues
- clarity and consistency of presentation (visual and oral)
- evidence of research

Submission:
Learning is most effective in this course when students and staff engage face-to-face; unless informed otherwise, to be eligible for assessments of their learning students must attend 80% of all tutorials and lectures in this course.
Self assessment: Contains self assessment activities.

3 Social change VCD project

Type: Assignment - Practice-based Assignment
Learning Objectives Assessed: 1- 12
Due Date: Week 11

Task Description:
Students will develop visual imagery and create the necessary digital files for a print-based visual communication design project based on the theme of waste.

The following image creation methods will be explored and assessed.
* digital photograph manipulated in Photoshop;
* vector icon/illustration created in Illustrator; and/or
* a vector-based diagrammatic image created in Illustrator.
The print-based design layout must be constructed in InDesign and meet the following:
* supplied as InDesign package,
* supplied as press-ready and screen-ready optimised pdf files.

Criteria & Marking: This project will be assessed week 12 (30%) using the following criteria:
- Technical Resolution 30%
- Design resolution 70%

Submission:
Learning is most effective in this course when students and staff engage face-to-face; unless informed otherwise, to be eligible for assessments of their learning students must attend 80% of all tutorials and lectures in this course.
Self assessment: Does not contain self assessment activities

Submission and Return of Assessment Items

Feedback for assessment pieces will be handed back in class within fourteen [14] days of the due date.

Extensions

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Assessment Feedback

Marks awarded for assessment items, except those being moderated externally with Griffith University, will be available on the on the Student Portal within fourteen [14] days of the due date

Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication		Yes	Yes
Oral Communication		Yes	
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity		Yes	Yes
Self Directed Learning		Yes	Yes
Team Work		Yes	
Cultural Intelligence		Yes	Yes
English Language Proficiency		Yes	

Additional Course Generic Skills

Additional Course Information

Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these

standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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