Course Code:	1513QCA
Course Name:	Computer Visualisation & Image Creation
Semester:	Trimester 1, 2019
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Sue Stone
Document modified:	7th February 2019

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 physical and digital images in both vector and pixel-based formats and explore the responsibilities and challenges of design practice 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 creation, manipulation, decoding 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 portion of learning will take place in the student's own time, using online tutorials to master and practise basic software skills which will then be assessed and used to contribute towards on-going progressive and in-class assignments. By exploring visual literacies, a better understanding and appreciation for the means by which others visually communicate ideas and information can increase awareness and inform the development of one's own visual media pieces. Additionally, students will gain an understanding of how designed artefacts can both represent and misrepresent concepts. 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 and develop self-initiated learning skills to be able to advance knowledge and continue practice through future on-going software evolutions.

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, visual rhetoric and semiotics.
4. Encourage the practice of sketching and generating a range of ideas prior to developing more resolved pieces digitally.
5. Develop image research skills and an ability to read and critique the image.
6. Engender a capacity to learn using online resources.
7. Introduce time management skills.

Communication and Team Work

1. Develop listening and interpersonal skills to communicate with integrity.

2. Interact and collaborate with others to gain appreciation for another's diverse perspective, and for differing cultural backgrounds.
3. Communicate to express ideas and information in various forms: written, oral and primarily visual.

Creativity and Critical Judgement
1. Recognise the limitations and possibilities of digital and physical media.
2. Use knowledge and skills to choose appropriate media or software for a design problem.
3. Generate ideas and solutions in response to design briefs.
4. Explore a range of ideas for problem-solving through design thinking methods (creative and critical thinking).

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 accountability in the spreading and promoting of an idea or a message.
3. Gain awareness of the impact of technology in image production and dissemination.

Learning Outcomes

After successfully completing this course you should be able to:

1. Create content for a range of visual communication media through use of software (specific to raster/vector image-making and page layout) and integrated physical artworks.
2. Understand and apply design theories relating to the interpretation and expression of ideas and information in a visual media context.
3. Generate ideas and solutions in response to design briefs by engaging with design thinking methods (creative and critical) and following an iterative development process.
4. Demonstrate understanding of how social responsibility and ethics are integral to good design practice.

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 typography and design

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

Related to and project work

Select from a range of articles regarding contemporary media, social and cultural matters.

*Reading material will be available from the course notes on the student portal.

Hardware & Software Requirements

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

On-line materials

Following a week by week plan, the Griffith College portal will contain the following:
-tutorials and exercise material
-links to course related content

Additional Online Software support
The Help menu in each program
www.adobe.com

Organisation and Teaching Strategies

The course will be delivered as a combination of a 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 two-hour practical lab tutorial, you will use 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; and InDesign for creating layouts.

The one-hour workshop is designed to assist you to develop your design skills through exercises using the software. You will gain practice in completing design thinking 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 four-hour tutorial with student expected to spend the remaining six 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/tutorial	Berger
2	Introduction to reading the visual. Tutorial/workshop: vectors across software (advanced drawing), mind mapping.	Lecture/tutorial	Hall; Berger
3	Converting 3D imagery to 2D. Tutorial/workshop: Working with rasters and page layout.	Lecture/tutorial	
4	**Assessment 1 due:** Image critical reflection presented in class and submitted to TurnItIn.	Lecture & Assessment	Lupton
5	Visual media technical methods of persuasion and design principles. Tutorial/workshop: Mind mapping & cultural sensitivities. Project work.	Lecture/tutorial	
6	**Assessment 2 due:** VCD project (mass communication).	Lecture & Assessment	Article for project 3

7	Creative thinking Tutorial/workshop: idea generation, representation through visual icons.	Lecture/tutorial	
8	Design theory Tutorial/workshop: project work (stencil).	Lecture/tutorial	
9	Design theory and technical requirements for digital artworks Tutorial/workshop: folio.	Lecture/tutorial	
10	**Assessment 3 due:** Illustrator & Studio Practice (Stencil)	Tutorial Assessment	
11	Practice test.	Tutorial	
12	**Assessment 4 due:** folio and in-class practical test	Tutorial 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 critique	10%	2	Week 4
2	InDesign & Studio Practice	30%	1-4	Week 6
3	Illustrator & Studio Practice	30%	1-4	Week 10
4	Folio and test	30%	1-4	Week 12

Assessment Details

1 Visual image critique

Type: Witten assessment
Learning Objectives Assessed: 2
Due Date: Week 4
Weight: 10%

Task Description:

- As part of project work, written reflections form an integral component 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 an image of their own choosing to form the basis of their image critique.

- You will be asked to present an analytical appraisal of at least 1 image of your choice within a page layout and orally to the class during week 4.

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

Assessment criteria are as follows:
- identification and analysis of issues
- clarity in communication (written and oral)
- evidence of research

Self assessment: Does not contain self assessment activities.

2 InDesign & Studio Practice

Type: Assignment - Practice-based Assignment
Learning Objectives Assessed: 1– 4
Due Date: Week 6
Weight: 30%

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 “Messages in mass media”.
- The following image creation methods will be explored and assessed.
  * physical artworks, image capture and Photoshop image manipulation;
  * digital photograph manipulated in Photoshop
- The final design and layout must be constructed in InDesign and meet the following:
  * supplied as an InDesign package,
  * supplied as press-ready and screen-ready optimised pdf files.
  * supplied as printed outputs.

Criteria & Marking:

The project will be submitted digitally, and presented in hardcopy.

Assessment criteria are as follows:
- technical resolution 40%
- design resolution 60%

Self assessment: Does not contain self assessment activities.

3 Illustrator & Studio Practice

Type: Assignment - Practice-based Assignment
Learning Objectives Assessed: 1– 4
Due Date: Week 10
Weight: 30%

Task Description:

- Students will develop an illustrative outcome and create the necessary digital files to accommodate specific output requirements, as specified in the detailed design brief. The illustration developed will be in response to a chosen journal article based on a theme of “Social issues expose”.
- The following image creation methods will be explored and assessed.
  * vector illustration using Illustrator for output on laser cutter to produce a stencil;
  * physical artworks derived from the stencil
- The final submission components include the following:
  * project development process and design rationale document (created in InDesign}
  * final art files as needed to produce the output
  * presentation via pdf and uploading to online folio.

Criteria & Marking:

The project will be submitted digitally, and presented in hardcopy.

Assessment criteria are as follows:
- technical resolution 40%
- design resolution 60%

Self assessment: Does not contain self assessment activities.

4 Folio Journal and test

Type: Portfolio/Log of Learning Activities
Learning Objectives Assessed: 1- 4
Due Date: Weeks 12
Weight: 30%

Task Description:

- **The folio**, within an online platform serves as a repository for your creative works, including relative development and process material; as well as design rationales and critical reflections in support of the project exhibited. The journal should be developed in an ongoing process developed 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.
- Developing a professional online presence in the creative community is an important self-promotional tool for those wanting to have careers in the creative industries,
- A list of expected journal content is detailed in the assessment brief available on the portal.
- **The test**, will be based on a small design brief of an unfamiliar design document for a single page layout, that will need to be created using the software featured in this course. The test is open book and students can access any personal or online

resources. This test replicates an industry style software competency test used in many design agencies before recruitment.
- Together, these two outcomes: the folio and the test will demonstrate the level of software competence reached.

Criteria & Marking:

The test will be submitted digitally and folio items uploaded to Béhance.

Assessment criteria are as follows:
- technical resolution
- design resolution

Self assessment: Contains self assessment activities.

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	Yes
Oral Communication	Yes	Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes

Self Directed Learning	Yes	Yes	Yes
Team Work		Yes	
Cultural Intelligence		Yes	
English Language Proficiency		Yes	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.

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.