Course Code:	1510QCA
Course Name:	Digital Technologies
Semester:	Trimester 2, 2019
Program:	Diploma of Design
	Diploma of Graphic Design
Credit Points:	10
Course Coordinator:	Sue Stone
Document modified:	11th June 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 gives students a practical and theoretical understanding of the use of the computer as a tool for professional designers for problem solving and creating artwork. Students will be exposed to current industry standard software and technology. The software used during this course will be from the Adobe Suite. The central purpose of this course is to provide students with a solid foundation in both theoretical knowledge and technical skills that are designed to reinforce studio practice and equipment them for employment within the Design Industry.

Rationale

This is course introduces students to current software used by the design profession. Specifically, this relates to the Adobe Creative Suite. The course provides students with core knowledge and skills essential for a career in the field of visual communication design.

Aims

This course gives students a practical and theoretical understanding of the use of the computer as a tool for professional designers for problem solving and creating artwork. Students will be exposed to a variety of industry related software and technology. The central purpose of this course is to provide students with a solid foundation in both theoretical knowledge and technical skills that are designed to reinforce studio practice and equip them for employment within the design Industry.

Learning Outcomes

After successfully completing this course you should be able to:

1. Apply a range of vector and raster image making techniques for visual communication;
2. Generate ideas and solutions in response to design briefs, following an iterative design process;
3. Understand and apply relevant design theories relating to web and print design practice, at an introductory level;
4. Demonstrate technical proficiencies with developing web and print-based outputs in a visual communication context.

Texts and Supporting Materials

Online
Adobe\'s \"Help\" menu for each program www.adobe.com or Adobe\'s HelpX (notes, exercises and tutes)
Smashing magazine www.smashingmagazine.com
Layers Magazine http://layersmagazine.com
Video tutorials http://tutvid.com/
Photoshop http://www.pslover.com/ and http://www.photoshopcafe.com/
A List Apart http://alistapart.com/

CSS Zengarden http://www.csszengarden.com/
W3 Schools http://www.w3schools.com/
W3C (World Wide Web Consortium) http://www.w3.org/
Chris Coyier http://css-tricks.com

Required Reading
Drucker, J. (2011). Humanities approaches to interface theory. Culture Machine, Vol 12: 1-20.

Recommended Reading
Lupton, E. (2010). Thinking with type: a critical guide for designers, writers, editors and students. New York: Princeton Architectural Press.
Turkle, S. (2011). Alone Together: Why We Expect More from Technology and Less from Each Other.

Organisation and Teaching Strategies

The course will be delivered as a combination, lecture/computer lab tutorial and exercise practice session with a final workshop time to develop assessment pieces. 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 practical lab tutorial, a range of design, image preparation and creation software will be used and demonstrated. The various software applications used include: vector and raster based imaging software (such as, Adobe\'s Illustrator, and Photoshop), text editors for HTML/CSS markup (such as TextWrangler, Notepad, and Dreamweaver), and page layout software for print / electronic document layout (such as InDesign).
The 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 with 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.

Content Schedule
The course is of a very practical nature. The series of class exercises will build up students' knowledge of the software in a logical and progressive way. This will be reinforced by the exercise that the students will complete on their own after the class instruction.

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
Students are expected to reinforce their 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, students will need to spend at least 10 hours per week engaged in activities that will help their learning and fulfill the course objectives.

Content Schedule
The course is delivered as a combined lecture/practical lab tutorial and workshop session. Students are expected to use the week-by-week course content to update knowledge, practice skills or revise content that 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: Overview of course and assessment. Exploring the role of 2D graphic software and its role in design. Tutorial: Image-based visual literacy—analysis, photographic-based image creation and manipulation. Workshop: working with rasters.	Lecture/tute	
2	Information visualisation. Review of digital drawing software; image preparation and integration (file formats). Tutorial: Illustration-based image creation, development processes, drawing tools, (creating, manipulating). Workshop: working with vectors.	Lecture/tute Progressive Assessment 1: due	
3	Web/digital technology: Defining the role of web in design. Digital colour (colour systems and profiling, use of colour in design). Workshop: advanced vector drawing and rendering techniques.	Lecture/tute Progressive Assessment 2: due	Drucker
4	Typography (open type, formatting, remote use, visual space, hierarchy, grid systems) Tutorial: structural and visual hierarchy. Workshop: overview vector type elements and formatting.	Lecture/tute Progressive Assessment 3: due	Lupton
5	Web design: Understanding the problem/needs and process; planning. Tutorial: CSS styles and layout. Workshop: intro to CSS styles.	Lecture/tute Progressive Assessment 4: due	Turkle
6	Web: adaptability and purpose. Tutorial: user-centred, wire-framing, navigation. Workshop: online journal.	Lecture/tute	
7	Web standards; accessibility; testing. Tutorial: Web typography (aliasing, web fonts). Workshop: online journal.	Lecture/tute	
8	Print production and processes, technical aspects. Tutorial: client brief. Assessment: Mid-point process journal due.	Lecture/tute	
9	Print design: overview of page layout software, (InDesign) and software integration	Lecture/tute	

	(Photoshop, llustrator). Tutorial: software integration. Workshop: homelessness project.			
10	Print design: Communication and collaboration. Tutorial: software integration. Workshop: homelessness project.	Lecture/tute		
11	Print design: Prepress/output methods and techniques (exporting, imposing). Tutorial: preflighting, soft-proofing. Workshop: trouble shooting and homelessness project. Assessment: Process online journal due	Lecture/tute		
12	Assessment: Final project Research and design project due	Tutorial		

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Week
1	Vector/raster series of progressive creative works	20%	1	2,3,4,5
2	Online Journal (Mid-Point)	20%	1, 2, 4	8
3	Online Journal (Final)	20%	1 – 4	11
4	Research and design project	40%	1 – 4	12

Assessment Details

1 Vector/raster series of progressive creative works
Type: Practice-based assignment
Learning Objectives Assessed: 1
Due Date: Weeks 2, 3, 4, 5
Weight: 20% in total (5% each item)

Task Description:
Developing elements of the visual language plays a significant role in communication. Consider: overall perception, understanding, education, persuasion, consumerism, influence etc. A series of exercises using industry based software will be canvassed in class from weeks 1-4, and these are to

be completed for evaluation the following week. Creating these visual assets will involve generating ideas and in a visual communication context through exploration and integration of colour, imagery and type. These works will also form part of the online journal as essential content together with descriptive design rationales and other process development material; therefore maintaining this material (even after initial evaluation) until the end of semester is vital. Submission of each piece must be according to the technical specifications issued in the full design brief and forms part of the technical resolution marking criteria. See the Griffith College portal course notes for full brief.

Criteria & Marking:
This item will be assessed as an individual assessment.

Assessment criteria are as follows:
- Technical Resolution 60%
- Design resolution 40%

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 Online Journal (Midpoint/final assessment)
Type: Evidence / design process portfolio
Learning Objectives Assessed: 1 – 4
Due Date: Week 8 (Midpoint) and week 11 (Final)
Weight: 40% Total (Midpoint 20%, Final 20%)

Task Description:
Your online journal will contain all written design rationales, design process work (ie. mind maps, rapid sketches and layout alternatives), raster and vector image development and creation examples.
The online journal is to be kept up-to-date on a weekly basis and must be brought to class each week for:- progress work; informal in-class discussions and feedback.

Criteria & Marking:
This online portfolio will be assessed at midpoint (20%) and at the end of the semester (20%) using the following criteria:

Assessment criteria are as follows:
- Technical Resolution 40%
- Design resolution 60%

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.

3 Research and design project
Type: Problem Solving Assignment
Learning Objectives Assessed: 1 – 4
Due Date: Week 12
Weight: 40%

Task Description:
You will research, design and develop a print-based art file on the semester's theme. A 500-word design rationale outlining the design intent and reflection must accompany the report and be submitted via the online journal in week 11 together with all relevant process and development work. Submission of the final document is then due the following week (ie week 12) and must be according to the technical specifications issued in the full design brief and forms part of the technical resolution

marking criteria. See the Griffith College portal course notes for full design brief.

Criteria & Marking:
This item will be assessed as an individual assessment.

Assessment criteria are as follows:
- Technical Resolution 40%
- Design resolution 60%

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			

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

Specific Skills	Taught	Practised	Assessed
Creativity & Innovation	Yes	Yes	Yes
Effective communication with Design Outcomes	Yes	Yes	Yes
Ethical behaviour in social/professional/work environments	Yes	Yes	Yes

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.

In the case of any allegation of academic misconduct made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

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 ordinary risks associated with delivery and/or participation in this course.

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