



1. General Course Information

1.1 Course Details

Course Code:	1513QCA
Course Name:	Computer Visualisation & Image Creation
Trimester:	Trimester 1, 2020
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Sue Stone
Document modified:	14 January 2020

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 on-going studies

Assumed Knowledge

Prerequisites

There are no prerequisites for this course

1.2 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

1.3 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 "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course 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.

2.2 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 and integrated physical artworks.
2. 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).
4. Demonstrate understanding of how social responsibility and ethics are integral to good design practice.

2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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
Knowledge and skills with critical judgement	YES	YES	YES
Communication and collaboration skills		YES	YES
Self-directed and active learning skills	YES	YES	YES
Creative and future thinking skills	YES	YES	YES
Social responsibility and ethical awareness	YES	YES	YES
Cultural competence and awareness in a culturally diverse environment	YES	YES	

3. Learning Resources

3.1 Required Resources

****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.

3.2 Recommended Resources

****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.

•Additional Online Software support

The Help menu in each program www.adobe.com

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

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 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning and Teaching Activities

4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
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	1, 2
2	Introduction to reading the visual. Tutorial/workshop: vectors across software (advanced drawing), mind mapping.	Lecture/tutorial	Hall; Berger	1, 2
3	Converting 3D imagery to 2D. Tutorial/workshop: Working with rasters and page layout.	Lecture/tutorial		1, 2
4	Assessment 1 due: Image critical reflection presented in class and submitted to TurnItIn.	Lecture & Assessment	Lupton	1, 2
5	Visual media technical methods of persuasion and design principles.	Lecture/tutorial		3, 4

	Tutorial/workshop: Mind mapping & cultural sensitivities. Project work.			
6	Assessment 2 due: VCD project (mass communication).	Tutorial Assessment	Article for project 3	1 – 4
7	Creative thinking Tutorial/workshop: idea generation, representation through visual icons	Lecture/tutorial		1 – 3
8	Design theory Tutorial/workshop: project work	Lecture/tutorial		1 – 3
9	Design theory, and technical requirements for digital artworks Tutorial/workshop: folio.	Lecture/tutorial		1 – 3
10	Assessment 3 due: Illustrator & Studio Practice	Tutorial Assessment		1 – 4
11	Practice test	Tutorial		1 – 3
12	Assessment 4 due: folio and in-class practical test	Tutorial Assessment		1 – 4

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	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 – 3	Week 12

5.2 Assessment Detail

1 Visual image critique

Type: Written 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 to output digital files that satisfy technical criteria as detailed in the design brief;
 - * physical artworks derived from the digital files
- 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 and Practical Test

Learning Objectives Assessed: 1– 3

Due Date: Week 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: Does not contain self assessment activities.

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Assessment Information

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

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 Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

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

Copyright © - Griffith College

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