



1. General Course Information

1.1 Course Details

Course Code:	1512QCA
Course Name:	Introduction to Design History
Trimester:	Trimester 2, 2021
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Naomi Hay
Document modified:	14 th May 2021

Course Description

This course critically examines design history and theory. Design history, in its traditional form, focuses on design movements, designers and the materiality of the designed object and the ways in which it connects to production and consumption, integrated into circulated systems of meaning. The course distinguishes between the concepts and historical figures of the past to frame and inform the key themes influencing art and design theory, practice and culture today and in the future. The relation between design and its place in history, why the designer needs such knowledge, and how they need to employ it in future practice will be examined.

Assumed Knowledge

There are no prerequisites for this course

1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.

Name	Email
Naomi Hay	naomi.hay@staff.griffithcollege.edu.au

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be given in the first week of lectures. A list of times will be published on the Griffith College Portal on the course site.

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

This course aims to explore an historical account in relation to design theory and practice, to inform a broader contemporary narrative. You will learn to critique design through a collection of learning content and resources that investigate the present through the past and project into the future of design.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Analyse the key theories underpinning historical and contemporary design culture
2. Critically defend a position on history supported by the theories and literature of design
3. Compose visual and textual materials that examine the social and environmental implications of design
4. Present research findings in written, visual and verbal form to appropriate academic standards








2.3 Generic Skills and Capabilities

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓

Communication and collaboration		✓	✓	✓
Self-directed and active learning			✓	
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment			✓	



3. Learning Resources

3.1 Required Learning Resources

Required readings and learning resources will be posted on My Study.

3.2 Recommended Learning Resources

Recommended readings and learning resources will be posted on My Study.

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 - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[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 Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher'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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
Module 1: A Brief History of Design - The Origins					1, 3, 4
1	Introduction: Lecture: Where Design Came From	Collaborative Padlet: Review the Lect. Questions Introduction to the Evidence of learning tasks View, Analyse, Discuss: Mini Vid Internet Scavenger Hunt: Critiquing Art and Design Small Group W/board: Critiquing Art & Design - Present to Class Discussion: Searching the Library & Google Scholar Collaborative Resource Share: Data Base Search Journal Articles	Review Evidence of Learning Briefs	Asses 1. Research Presentation Asses 2. Research Essay Asses 3. Visual Research Portfolio	1, 3, 4
2	Lecture: Early Mass Production and the Decorative Arts	Collaborative Padlet: Review the Lect. Questions Review Evidence of Learning Details: Question and Answer Session View, Analyse, Discuss: Mini Vid Referencing: Chicago Referencing Style Collaborative Resource Share: Data Base Search and Referencing	Video: The Genius of Design Part 1 Video Quick Quiz	Asses 1. Research Presentation Asses 2. Research Essay Asses 3. Visual Research Portfolio	1, 3, 4

3	Lecture: Modernism and WWI	<p>Collaborative Padlet: Review the Lect. Questions</p> <p>Collaborative Padlet: Video Quick Quiz</p> <p>View, Analyse, Discuss: Mini Vid</p> <p>Internet Scavenger Hunt and Small Group Whiteboard: Inspirational PowerPoints</p> <p>Progress Review: Evidence of Learning tasks 1 & 3</p>	<p>Video: The Genius of Design Part 2</p> <p>Video Quick Quiz</p>	<p>Asses 1. Research Presentation</p> <p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 3, 4
4	Lecture: Modernism and WWII	<p>Collaborative Padlet: Review the Lect. Questions</p> <p>Collaborative Padlet: Video Quick Quiz</p> <p>Internet Scavenger Hunt and Small Group Whiteboard Searching for Propaganda</p> <p>View, Analyse, Discuss: Mini Vid</p> <p>Small Group W/board: Develop a Design History Timeline – Present to Class</p>	<p>Video: The Genius of Design Part 3</p> <p>Video Quick Quiz</p>	<p>Asses 1. Research Presentation</p> <p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 3, 4
Module 2: A Brief History of Design – Developments Post WWII					1, 2, 3, 4
5	Lecture: Mass Consumption and Planned Obsolescence	<p>Collaborative Padlet: Review the Lect. Questions</p> <p>Collaborative Padlet: Video Quick Quiz</p> <p>View, Analyse, Discuss: Mini Vid</p> <p>Internet Scavenger Hunt and Small Group Whiteboard: Searching for Objects designed for Obsolescence</p> <p>Physical Scavenger Hunt and Small Group Whiteboard: Searching for Unnecessary Things</p> <p>Referencing Guides: Review Chicago Referencing Style</p>	<p>Video: The Genius of Design Part 4</p> <p>Video Quick Quiz</p>	<p>Asses 1. Research Presentation</p> <p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 2, 3, 4

6	Lecture: Civil Rights and Anti-War, Movements of the 1960s and Politically Driven Design	<p>Collaborative Padlet: Review the Lect. Questions</p> <p>Collaborative Padlet: Video Quick Quiz</p> <p>View, Analyse, Discuss: Video</p> <p>Internet Scavenger Hunt and Small Group Whiteboard: Political movements of the 60s/ 70s</p> <p>Progress Review: Evidence of Learning tasks 1,& 3</p>	<p>Video: The Genius of Design Part 5</p> <p>Video Quick Quiz</p>	<p>Asses 1. Research Presentation</p> <p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 2, 3, 4
7	Lecture: Colour Theory, Semiotic Studies and Ergonomics	<p>Collaborative Padlet: Review the Lect. Questions</p> <p>Collaborative Padlet: Video Quick Quiz</p> <p>Internet Scavenger Hunt and Small Group Whiteboard: Visual Codes and Semiotics</p> <p>Peer Review of Evidence of Learning Task 3 Progress</p>	<p>Video: Ergonomics</p> <p>Video Quick Quiz</p>	<p>Asses 1. Research Presentation</p> <p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 2, 3, 4
8	Lecture: Postmodernism	<p>Collaborative Padlet: Review the Lect. Questions</p> <p>Collaborative Padlet: Video Quick Quiz</p> <p>Individual Presentations: Evidence of Learning Task 1</p>	<p>Research and Respond: Postmodernism</p> <p>Quick Quiz</p>	<p>Asses 1. Research Presentation</p> <p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 2, 3, 4
Module 3: A Brief History of Design – The Recent, The Present, the Future					1, 2, 3, 4
9	Lecture: Sustainability and Social Responsibility	<p>Collaborative Padlet: Review the Lect. Questions</p> <p>Collaborative Padlet: Quick Quiz</p> <p>Internet Scavenger Hunt and Small Group Whiteboard: Sustainable Objects</p>	<p>Video: Sustainable Design</p> <p>Video Quick Quiz</p>	<p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 2, 3, 4

		<p>Discussion: Writing an Academic Evidence of Learning Task</p> <p>Small Group W/board: Annotating and Paraphrasing Sources</p> <p>Progress Review: Evidence of Learning Tasks 2 & 3</p>			
10	Lecture: Sustainability and Experience Design	<p>Collaborative Padlet: Review the Lect. Questions</p> <p>Collaborative Padlet: Video Quick Quiz</p> <p>View, Analyse, Discuss: Mini Vid</p> <p>Internet Scavenger Hunt and Small Group Whiteboard: Green Washing</p> <p>Progress Review: Evidence of Learning Task 2</p>	<p>Video: Designing for People</p> <p>Video Quick Quiz</p>	<p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 2, 3, 4
11	Lecture: The Digital Revolution and Speculative Design	<p>Collaborative Padlet: Review the Lect. Questions</p> <p>Collaborative Padlet: Video Quick Quiz</p> <p>View, Analyse, Discuss: Mini Vid</p> <p>Internet Scavenger Hunt and Small Group Whiteboard: The Future of Design</p> <p>Progress Review: Evidence of Learning Task 2</p>	Finalise Evidence of Learning Tasks 2 & 3	<p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 2, 3, 4
12	Lecture: Review and Reflection	<p>Collaborative Padlet: Review the Lect. Questions</p> <p>Small Group Collaborations and Consultations - Finalising Evidence of Learning Task 3</p>	<p>Wk. 12: Finalise & Submit Ass. 2</p> <p>Wk. 13: Finalise & Submit Ass. 3</p>	<p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 2, 3, 4



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Research Presentation	30%	1, 3, 4	Wk. 8
2	Research Essay	40%	1, 2, 4	Wk. 12
3	Visual Research Portfolio	30%	1, 3, 4	Wk. 13

5.2 Evidence of Learning Task Detail

1. Research Presentation

Type: Presentation - Research-based Presentation

Learning Outcomes Assessed: 1, 3, 4

Due Date: Week 8 presentation in class. PDF of presentation and script submitted to the course site prior to commencement of timetabled class.

Weight: 30%

Task Description:

Select and analyse one theme pertaining to design history from the *video resources* provided in the learning activities from weeks 2–6. Design and present an engaging PowerPoint Presentation of approximately 10 slides in class. The presentation will be timed with a **maximum** length of 4 minutes. The presentation must include images relating to your topic, appropriately captioned and referenced. Text may also be included but should be kept to a minimum on the slides (e.g. bullet points) and must be referenced. A script of your verbal presentation is to be submitted separately online. Appropriate research and referencing is required including academic resources (journals papers, academic texts etc.) that reflect upon the selected key theme. Your presentation should discuss how your selected theme has contributed to environmental and/or social transformation.

Criteria & Marking:

- Analyse the key theories underpinning historical and contemporary design culture (40%)
- Compose visual and textual materials that examine the social and environmental implications of design (30%)
- Present research findings in written, visual and verbal form to appropriate academic standards (30%)

2. Research Essay

Type: Research-based Assignment

Learning Outcomes Assessed: 1, 2, 4

Due Date: Week 12 submit to the course site prior to commencement of timetabled class.

Weight: 40%

Task Description: 1500 words

Select and research a focused topic of interest to you from the *learning content* presented throughout the course. This may be for example an object, a building, an interior space, a poster series, or a well-known designer, bringing new material from your research to develop and support your arguments. Appropriate academic research is required, including a minimum of 7 referenced academic resources (journals papers, academic texts etc.) that reflect upon the key theories. The essay must also include select images relating to your topic, appropriately captioned and referenced. The essay should demonstrate student's critical ability to defend a position on history, and how the selected topic has impacted upon local and global history and design today.

Criteria & Marking:

- Analyse the key theories underpinning historical and contemporary design culture (30%)
- Critically defend a position on history supported by the theories and literature of design (40%)
- Present research findings in written, visual and verbal form to appropriate academic standards (30%)

3. Visual Research Portfolio

Type: Research-based Assignment

Learning Outcomes Assessed: 1, 3, 4

Due Date: Week 13 submit to the course site before 5pm on day of timetabled class.

Weight: 30%

Task Description:

Present a synthesis of visual representation of the themes, topics and respective ideas introduced in the weekly learning content, learning activities, and learning experiences throughout the trimester. The evidence of learning task requires a weekly collection of visual representation of design concepts and forms (product, graphic, interior, architecture, urban design, fashion etc.) that you have independently sourced. Each weekly entry must be accompanied by a written statement of approximately 100 -150 words describing the rationale behind your selection of the images and their impact upon design history. The weekly written statements and images are to be appropriately referenced and captioned. The information will be designed in a digital journal format, and uploaded as a PDF file. A visual timeline positioning your images within the context of Design History must also be included.

Criteria & Marking:

- Analyse the key theories underpinning historical and contemporary design culture (30%)
- Compose visual and textual materials that examine the social and environmental implications of design (40%)
- Present research findings in written, visual and verbal form to appropriate academic standards (30%)

5.3 Late Submission

An evidence of learning (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 evidence of learning item, for each working day or part working day that the item is late. Evidence of learning 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 Information about Evidence of Learning

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 evidence of learning item, 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 evidence of learning task.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning 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 of evidence of learning 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 evidence of learning-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 teachers 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 Evidence of Learning Task – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to evidence of learning tasks 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.

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