



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1512QCA
<b>Course Name:</b>	Introduction to Design History
<b>Trimester:</b>	Trimester 2, 2022
<b>Program:</b>	Diploma of Design
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Kelly McIlvenny
<b>Document modified:</b>	1 June 2022

### 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/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Kelly McIlvenny (GC)	kelly.mcilvenny@staff.griffithcollege.edu.au
Gabriella Wilson (MG)	gabriella.wilson@staff.griffithcollege.edu.au

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 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:

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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- 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 Academic Integrity online modules within the Academic and Professional Studies course.
- [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

#### Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. 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.

#### Attendance

You are expected to actively engage in all learning experiences 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.

#### 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 the course site. 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 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 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%, students are engaged in their learning 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 Experiences and Learning Activities



### 4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning Experiences	Learning Activities	Evidence of Learning	Learning Outcome
					
<b>Module 1: A Brief History of Design - The Origins</b>					
1	Introduction: Lecture: Where Design Came From	Review the Lect. Questions and learning task 3.  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	<p>Review the Lect. Questions and learning task 3.</p> <p>Review Evidence of Learning Details: Question and Answer Session</p> <p>View, Analyse, Discuss: Mini Vid</p> <p>Referencing: Chicago Referencing Style</p> <p>Collaborative Resource Share: Data Base Search and Referencing</p>	Video: The Genius of Design Part 1	<p>Asses 1. Research Presentation</p> <p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 3, 4
3	Lecture: Modernism and WWI	<p>Review the Lect. Questions and learning task 3.</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 &amp; 3</p>	Video: The Genius of Design Part 2	<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>Review the Lect. Questions and learning task 3.</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>	Video: The Genius of Design Part 3	<p>Asses 1. Research Presentation</p> <p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 3, 4
<b>Module 2: A Brief History of Design – Developments Post WWII</b>					
5	Lecture: Mass Consumption and Planned Obsolescence	<p>Review the Lect. Questions and learning task 3.</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>	Video: The Genius of Design Part 4	<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>Review the Lect. Questions and learning task 3.</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 &amp; 3</p>	Video: The Genius of Design Part 5	<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	RESEARCH POSTER SHOW & TELL	<p>Video: Ergonomics</p> <p>Assessment 1 Due in Class</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>Review the Lect. Questions and learning task 3. Collaborative Padlet: Review the Lect. Questions</p> <p>Collaborative Padlet: Video Quick Quiz</p> <p>View, Analyse, Discuss: Video</p> <p>Small Group Collaborations and Consultations</p>	Research and Respond: Postmodernism	<p>Asses 1. Research Presentation</p> <p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 2, 3, 4
<b>Module 3: A Brief History of Design – The Recent, The Present, the Future</b>					
9	Lecture: Sustainability and Social Responsibility	<p>Review the Lect. Questions and learning task 3.</p> <p>View, Analyse, Discuss: Video</p> <p>Internet Scavenger Hunt and Small Group Whiteboard: Sustainable Objects</p> <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 &amp; 3</p>	Video: Sustainable Design	<p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 2, 3, 4
10	Lecture: Sustainability and Experience Design	<p>Review the Lect. Questions and learning task 3.</p> <p>View, Analyse, Discuss: Mini Vid</p> <p><b>Small Group Collaborations and Consultations -</b></p> <p>Progress Review: Evidence of Learning Task 2</p>	Video: Designing for People	<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>Review the Lect. Questions and learning task 3.</p> <p>Collaborative Padlet: Video Quick Quiz</p> <p>View, Analyse, Discuss: Mini Vid</p> <p>Internet Scavenger Hunt and Small Group</p> <p>Whiteboard: The Future of Design</p> <p>Progress Review: Evidence of Learning Task 2</p>	Finalise & Submit Ass. 2	<p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 2, 3, 4
12	Lecture: Review and Reflection	<p>Review the Lect. Questions and learning task 3.</p> <p>Small Group Collaborations and Consultations - Finalising Evidence of Learning Task 3</p>	Wk. 12: Finalise & Submit Ass. 3	<p>Asses 2. Research Essay</p> <p>Asses 3. Visual Research Portfolio</p>	1, 2, 3, 4





## 5. Evidence of Learning

### 5.1 Evidence of Learning Summary

	Evidence of Learning	Weighting	Learning Outcome	Due Date
1	Research Poster Show & Tell	30%	1, 3, 4	Wk. 8
2	Research Essay	40%	1, 2, 4	Wk. 11
3	Visual Research Portfolio	30%	1, 3, 4	Wk. 13

### 5.2 Evidence of Learning Task Detail

#### 1. Evidence of Learning Task 1: Research Poster Show & Tell (30%)

**Task Type:** Poster & Presentation

**Due Date:** Week 7 presentation in class. PDF of poster due the day before class.

**Weight:** 30%, Marked out of: 100

**Length:** 500 words

**Task Description:**

Select and analyse one theme pertaining to design history from the video resources provided in the learning content Design and present a framework built around the theme that addresses a critical question (related to how your selected theme has contributed to social/cultural/environmental transformation) The A3 poster must include images relating to your topic, appropriately captioned and referenced. Text will also be included but should be kept to a maximum of 500 words and be referenced. Appropriate research and referencing are required including academic resources (journals papers, academic texts etc.) that reflect upon the selected key theme. The poster will be presented in Week 7 as part of a in-class show & tell session.

**Criteria and 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%)

**Submission:** Turnitin via the course site; In-class Show & Tell

#### 2. Evidence of Learning Task 2: Research Essay (40%)

**Task Type:** Written Assignment

**Due Date:** Submit on the course site by the Sunday of Week 11

**Weight:** 40%, Marked out of: 100

**Length:** 1500 words

**Task Description:**

Develop a 1500 word illustrated essay for your chosen topic, building upon the work developed in your framework/poster. Continue to research your selected theme from the learning content presented throughout the course, bringing new material from your research to develop and support your arguments. Appropriate academic research is required, including a minimum of 6 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 the student's critical ability

to defend a position on history, and how the selected topic has impacted local and global history and design today.

**Criteria and 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%)

**Submission:** Turnitin via the course site

**3. Evidence of Learning Task 3: Visual Research Portfolio (30%)**

**Task Type:** Assignment – Visual Portfolio

**Due Date:** Continuous Assignment due weekly from week 2 to 11 to be collated and submitted to the course site on Week 12 by Sunday 2<sup>nd</sup> of October

**Weight:** 30%, Marked out of: 100

**Length:** 100-150 words per written statement

**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. Begin by selecting two design concepts or forms presented in weeks 2-11 lectures, reflecting on their impact on design history. Then gather a collection of 2 - 4 visual representations 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. Entries are due weekly via the course site and will be collated in a digital journal format and uploaded on the course site in week 12.

**Criteria and 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%)

**Submission:** Turnitin via the course site

In order to pass this course students must:

**A. demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**

## 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 Tasks.

### Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. 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 tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

*The sum of your marks of evidence of learning tasks 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 Tasks-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 Tasks – 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: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.