



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1513QCA
<b>Course Name:</b>	Computer Visualisation & Image Creation
<b>Trimester:</b>	Trimester 2, 2022
<b>Program:</b>	Diploma of Design
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Charlotte Kessler
<b>Document modified:</b>	31/05/2022

### Course Description

This course introduces students to software for image creation, manipulation and layout composition, 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

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
Charlotte Kessler (MG)	charlotte.kessler@griffithcollege.edu.au
Kelly McIlvenny (GC)	Kelly.mcilvenny@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

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**

- Introduce: skills for learning visual media/design software; methods for vector and raster creation and manipulation; and basic principles of composition (layout, typography, colour, visual rhetoric).
- Encourage: the practice of sketching and research to improve ideation; capacity for self-directed learning using online resources.
- Introduce time management skills.

#### **Communication and Teamwork**

- Develop listening and interpersonal skills to communicate with integrity; and collaborate with others effectively and with appreciation for another's diverse perspective or differing cultural background.

#### **Creativity and Critical Judgement**

- Recognise limitations and possibilities of digital and physical media with informed knowledge to select appropriate media or software for a design problem.
- Explore a range of ideas for problem-solving through design thinking methods (creative and critical thinking).

#### **Social Responsibility**

- Gain an awareness of the impact of visual communication and understand how images are coded and can be re-coded.
- Understand the responsibilities of the designer



## 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Demonstrate understanding of how social responsibility and ethics are integral to good design practice.
2. Create content for a range of visual communication media through use of software, integrated physical artworks, and by application of relevant design theories.
3. Generate ideas and solutions in response to design briefs by engaging with design thinking methods (creative and critical).



## 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

#### ***\*Related to 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 Learning 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](http://www.adobe.com)

## 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: Responsibility &amp; Ethics</b>					
1	Introduction to course, software requirements, image creation and course texts. Design: impact, ethics & responsibility Thinking behind image making and digital tools for image creation.	Acquaintance with class peers and teacher (discover similar design interests) - <b>Padlet</b> Mind mapping & cultural sensitivities (group discussion / dot point notes / mind map) <b>Padlet</b> <b>“Thinking” map/s</b> with groups in breakout rooms Find out about partner to create partner-word sketch (Work in pairs) - <b>Zoom break-out rooms</b>	Get software tools Create sketch of ‘partner-word’ based on discovery experience Complete reading in preparation for next week Berger’s “Ways of Seeing” ( <b>YouTube video</b> )	Work towards Béhance Folio <b>Project 1: ‘Discovery’</b>	1

<b>Module 2: Image Creation</b>					
2	<p>Introduction to reading the visual</p> <p>Working with rasters</p> <p>Berger's "Ways of Seeing" (<i>You Tube video</i>).</p>	<p>Discuss reading – <b>Zoom break-out groups</b> / "Post" sample images to reflect ideas discovered - <b>Padlet</b>. This becomes a joint reference resource for future work.</p> <p>Review 'partner-word' sketch - <b>Moodle Forum</b></p> <p>Explanation/demo: Project 1 physical image construction (<b>Online + You Tube backup for revision</b>).</p>	<p>Working with rasters: <b>Video + Notes H5P</b></p> <p>Prepare word-sketch</p> <p>Create physical image assemblage</p> <p>Complete flipped learning content in prep for following week (type material)</p>	<p>Work towards Béhance Folio</p> <p><b>Project 1: 'Discovery'</b> - word-sketch / physical assemblage construction</p>	2
3	<p>Working with type (<i>Video + Notes</i>)</p>	<p>Problem-solve flawed raster images (working in groups explore and discuss) <b>Zoom break-out groups</b></p> <p>Photograph and exhibit constructed image <b>Padlet Wall</b></p> <p>Demo (<b>Zoom session</b>) - setup and upload to Béhance / overview of Béhance layout template</p> <p>Play kerning game (online) while Béhance folio access checks and troubleshooting takes place.</p>	<p>Setup Béhance Account</p> <p>Advanced layout and text formatting techniques (<i>You Tube Demo</i>)</p> <p>Preparing files for remote use (packaging/exporting to pdf) (<i>You Tube Demo</i>)</p> <p>Advanced image prep (<i>You Tube Demo</i>)</p>	<p>Work towards Béhance Folio</p> <p><b>Project 2: 'Ferns'</b> – complete image + layout and upload</p>	2
4	<p>Introduction to vectors (<i>You Tube video + Notes</i>)</p>	<p>Colour management - develop colour palette, screen-grab and post <b>Padlet Wall</b></p> <p>Drawing primitives - create first of 8 compositions after contributing sketch ideas to group <b>Padlet</b> and playing 'Luck of the Draw' to determine theme</p>	<p>Managing multi page documents (<i>You Tube</i>)</p> <p>Revise colour palette best practice (<i>Quick YouTube "How to"</i>)</p> <p>Drawing primitives (<i>You Tube instructions/Demo</i>)- 8 compositions to be completed</p>	<p>Work towards Béhance Folio</p> <p><b>Project 3: 'Design Story'</b> – complete 8 vector shape compositions</p>	2
5	<p>Advanced vector drawing (<i>You Tube + Notes</i>)</p> <p>Order Out of Chaos: Grids, hierarchy &amp; design elements and principles (<i>You Tube + Notes</i>)</p>	<p>Showcase compositions from previous week- animated gif posted to <b>Padlet</b></p> <p>Play (Online) Bezier game / Play Adobe game</p>	<p>Vectors across software (free-form shapes and manipulation) (<i>You Tube instructions/Demo</i>)- 4 compositions to be completed</p>	<p>Work towards Béhance Folio</p> <p><b>Project 3 cont: 'Design Story'</b> – complete 4 vector pen pattern compositions</p>	2

6	Digital image technical considerations and advanced image editing ( <b>YouTube + Notes</b> )	Preparation of portrait image for auto trace— <b>Zoom demo</b> , discussion, <b>YouTube backup</b> Sample image preview posted to <b>Padlet or Forum</b>	Advanced drawing manipulation (compound paths, masks envelopes, auto-trace) - ( <b>You Tube Video demo for support</b> ). Create limited spot-colour portraits with auto-trace and original patterns using illustrator – “vector outcome” - <b>YouTube Demo</b> . Advanced image manipulation (quality greyscale / effects) - <b>YouTube Demo</b> . Create limited spot-colour portrait composition in InDesign – “raster outcome” - <b>YouTube Demo</b> .	Work towards Béhance Folio <b>Project 4 ‘Mug’</b> – Indd layout with greyscale raster images + AI vector auto-trace  All images submitted as evidence of learning ( <i>this forms part 1 of the Béhance folio evidence of learning task</i> )	2
Evidence of Learning Task Due: Béhance part 1 - (Image creations)					
<b>Module 3: Ideas and solutions in response to design briefs</b>					
7	Design process (creative thinking) Cognitive mapping	Project 3: ‘Design Story’— Idea development: discuss client brief requirements and theme ( <b>Break-out groups</b> ). Project 3: ‘Design Story’— Cognitive mapping + rapid sketch demo Create own mapping and rapid sketches for peer review. (Add to Béhance template and upload) Provide feedback to peers on ideas for Project 3: ‘Design Story’	Project 3: ‘Design Story’ artworks completion— create additional vector elements, complete layout options and finalise ‘ <i>design process reporting</i> ’ in Béhance template, Project 1: ‘Discovery complete layout - <b>YouTube Demo</b> .	Work towards Béhance Folio <b>Project 3 cont: ‘Design Story’</b> – complete all artworks	2, 3
8	Project work	Visual communication: tips and questions to consider in analytical appraisals of project outcomes. ( <b>Further discussion in break-out groups</b> )	Project 1: ‘Discovery complete layout - <b>YouTube Demo</b> . Create Photoshop product mock-ups - <b>YouTube Demo</b> . Project 1–4: complete written critical reflections and finalise ‘ <i>design process reporting</i> ’ in Béhance template.	Work towards Béhance Folio <b>Project 1: ‘Discovery’</b> – complete all artworks  <b>All projects:</b> finalise process reporting material and upload	2, 3
Evidence of Learning task Due: Béhance (Final)					
<b>Module 4: Design Project (Illustrator &amp; Studio Practice)</b>					
9	Evidence of Learning Task brief. Overview of printing production methods and artwork requirements	Design theory, and technical requirements for digital artworks (Understanding separations) – Discussion/demonstration	Overview of reporting document Read article for project 3, and make selection Develop mapping and rapid sketches in response to chosen article		1–3

10	Project work	<p>Post ideas to forum for peer review</p> <p>Evaluate ideas proposed</p> <p>Project development and consultations</p>	<p>Setting up a tracing template in Illustrator - <b>(YourTube Demo)</b></p> <p>Ink and separation management - <b>(YourTube Demo)</b></p> <p>Develop project illustration using Adobe Illustrator</p>		<b>1–3</b>
11	Project work	<p>Checking technical criteria / trouble-shooting – discussion and demonstration.</p>	<p>Explore and experiment with options (iterative adjustments) – YouTube demo for support</p> <p>Develop most effective idea through use of vector illustration</p>		<b>1–3</b>
12	Project work & submission				<b>1–3</b>
Evidence of Learning Task Due: Illustrator & Studio Practice					





## 5. Evidence of Learning

### 5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Folio – (Part 1 Image creation)	30%	2	Week 5
2	Folio – (Final)	30%	2, 3	Week 8
3	Illustrator & Studio Practice	40%	2, 3	Week 12

### 5.2 Evidence of Learning Task Detail

#### 1. & 2. Evidence of Learning Task 1 & 2: Folio – (Part 1 Image creation) (30%), Marked out of 100 Folio – (Final) (30%), Marked out of 100

**Task Type:** Digital Portfolio

**Learning Objectives Assessed:** 2 - 3

**Due Date:** Week 5 (image creations): Sunday 7<sup>th</sup> of August, and Week 8 (final solutions to client briefs): Sunday 4<sup>th</sup> of September.

**Length:** Not applicable

#### 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 learning experience sessions. This requires bringing relevant files to class sessions (whether in class or online), 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 evidence of learning task brief available on the portal.

#### Criteria and Marking:

Evidence of Learning criteria are as follows:

- Technical resolution 50%
- Design resolution 50%

**Submission:** Digitally

#### 3. Evidence of Learning Task 3: Illustrator & Studio Practice (40%)

**Task Type:** Assignment - Practice-based Assignment

**Learning Objectives Assessed:** 1 – 3

**Due Date:** Week 12, Sunday 2<sup>nd</sup> of October

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

**Length:** Not applicable

#### 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.
- 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 and Marking:**

The project will be submitted digitally and presented in the Behance Folio.

Evidence of Learning Task criteria are as follows:

- Technical resolution 40%
- Design resolution 60%

**Submission:** Digitally

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.