# 1. General Course Information

## 1.1 Course Details

| | |
|---|---|
| **Course Code:** | **1531QCA** |
| **Course Name:** | **Making Visual Media** |
| **Trimester:** | **Trimester 1, 2023** |
| **Program:** | **Diploma of Design** |
| **Credit Points:** | **10** |
| **Course Coordinator:** | **Skye Smith** |
| **Document modified:** | **15th of February 2023** |

## Course Description

Visual communication is a powerful force to drive new ideas and obtaining access to the tools that 'make media' is an integral part of a perpetually changing world. It has the power to influence society (think: body image, sexualised imagery, consumerism) and environment (think: greenwashing, property development, transport industries) and culture (think: political campaigns, volunteerism, social media). In this course, students respond to weekly creative briefs requiring the development of visual communication software skills. The technical skills and knowledge built during the first portion of the trimester is then transferred to a self-directed creative outcome. The common thread throughout this course is the importance of building critical awareness of the power of design to impact the world we live in.

## Assumed Knowledge

N/A

## 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 |
|---|---|
| Course Coordinator: Skye Smith | skye.smith@staff.griffithcollege.edu.au |
| Teaching Staff: Daria Maeva | daria.maeva@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

**Computer requirements**
Classes held in computer labs M14_2.03 (Mount Gravatt Campus) and G52_1.10 (Gold Coast Campus)  equipped with Adobe Creative Cloud software: Photoshop, Illustrator, InDesign.

If you are planning to work off campus, you will need to have your own laptop or computer equipped with Adobe Creative Cloud.

**Griffith University Spaces**
Some of the weekly activities will be conducted on the Griffith University campus at Southbank/Gold Coast. Offshore/ remote students will be provided with equivalent activities for these weeks.

## 2. Aims, Outcomes & Generic Skills

## 2.1 Course Aims

This course aims to give students a practical and theoretical understanding of visual communication as a tool for problem-solving and creating media.

Students will be exposed to current industry-standard software and technology. The software used during this course will be from the Adobe Creative Suite. The central purpose of this course is to provide students with a solid foundation in both theoretical knowledge and technical skills.

The evolution of technology also substantially impacts the way we communicate and interact with mass media. Students in this course are not only consumers of information; they learn to produce it in a professional context. This course aims to build the skills to critically reflect on the relational impact of our design choices.

This course supports the visual communication of creative concepts, process work, resolved visualisations and client presentations.

## 2.2      Learning Outcomes

After successfully completing this course you should be able to:

| Learning outcomes for subject: On successful completion of this course you will be able to: |
|---|
| 1.  Interpret technical specifications and creative design briefs to produce an appropriate outcome. |
| 2. Identify and utilise software that meets intended purpose, function. |
| 3.  Critically apply effective, visual strategies when making, presenting media. |
| 4.  Gather and evaluate critical feedback to modify (improve) outcomes. |

| Learning outcomes for subject:<br>On successful completion of this course you will be able to: |
| --- |
| 5. Create outcomes utilising text and image to make an authentic critical comment on culture and society. |

### 2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the Graduate Generic Skills and Abilities Policy.

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

Studies in this course will give you opportunities to begin to develop the following skills:

| Graduate Capabilities and Employability Skills | | | Focus within this course |
| --- | --- | --- | --- |
| **Interacting with People** | Teamwork | | |
| | Communication | | ✓ |
| | Respect for Culture and Diversity | | ✓ |
| **Readiness for the Workplace** | Problem Solving | | ✓ |
| | Planning and Organisation | | |
| | Creativity and Future Thinking | | ✓ |

## 3. Learning Resources

## 3.1 Required Learning Resources

- Adobe. 2022. "Adobe Help Centre." https://helpx.adobe.com/
- Arnold, Emma. 2021. "Sexualised advertising and the production of space in the city." City 25 (5-6): 570-589. https://doi.org/10.1080/13604813.2021.1973815
- Australian Government IP Australia. "The Difference between Design Rights and Other IP Rights." Last Updated July 12th, 2021. https://www.ipaustralia.gov.au/designs/understanding-designs/difference-between-designs-rights-and-other-ip-rights
- Djinjama. "Cultural Appropriation". Producer Danièle Hromek. Published March 5th, 2017. Vimeo Video, 00:03:22. https://vimeo.com/207058013?embedded=true&source=video_title&owner=63736683
- Khamis, Susie. 2019. "'There's nothing wrong with the picture': representations of diversity through cultural branding". Media International Australia 172 (1): 89-102.
- Ison, Hannah, and Rae Cooper. "Colour Theory: Choosing the Right Colour Palette for your Design Output." Published February 19th, 2020. https://www.behance.net/gallery/92495371/Colour-Theory
- Ison, Hannah, and Rae Cooper. "Layout Tips: Designing a Balanced Page Layout that Communicates Your Message." Published October 27th, 2019. https://www.behance.net/gallery/87330515/Layout-Tips
- Ison, Hannah, and Rae Cooper. "Briefs 101: Reading, Interpreting, and Delivering Concepts for a Client Brief." Published October 27th, 2019. https://www.behance.net/gallery/87330297/Briefs-101
- Ison, Hannah, and Rae Cooper. "Type Tips: Matching your Fonts and Typography Choices to your Message." Published October 27th, 2019. https://www.behance.net/gallery/87330545/Type-Tips

- Ison, Hannah, and Rae Cooper. "Image Guide: Making Sure your Images are High Resolution and Look their Best." Published November 6th, 2019. https://www.behance.net/gallery/87765995/Image-Guide
- Poletti, Anna. 2008. Intimate Ephemera: Reading Young Lives in Australian Zine Culture. Melbourne University Publishing.
- Unsplash. 2022. "The Internet's Source of Freely Usable Images." https://unsplash.com/

## 3.2 Recommended Learning Resources

- AP Archive. "The Associated Press has sued an artist and his company over an image of President Barack Obama." Published July 23rd, 2015. Youtube Video, 00:01:02. https://www.youtube.com/watch?v=9-S9dzXARUA
- Artzines.Info. "Stephen Duncombe." Published October 19th, 2018. Youtube Video, 00:20:37. https://www.youtube.com/watch?v=b9viTBuNng8
- Central Saint Martins. "Defining Graphic Communication Design." Publisjed January 23rd, 2020. Youtube Video, 00:03:30. https://www.youtube.com/watch?v=5Y0nUuyromM
- Copyright Agency. "Copyright Myths." Published 2022. https://www.copyright.com.au/about-copyright/copyright-myths/
- Dayi Novas. "How I Make my Zines." Published February 19th, 2019. Youtube Video, 00:12:18. https://www.youtube.com/watch?v=EYDZZF9IXV8
- DIY-XYZ. "How To Build A Photo Light Box For Less Than $10." Published June 20th, 2014. Youtube Video, 00:04:03. https://www.youtube.com/watch?v=T6fnHEvLyAE
- Eduardo Pavez Goye. "How to Make your Own Photography Zine." Published May 4th, 2018. Youtube Video, 00:18:21. https://www.youtube.com/watch?v=ShQk0WHoa-8
- Fora TV. "Shepard Fairey on Fighting the AP Over Obama HOPE Image." Published march 12th, 2009. Youtube Video, 00:03:06. https://www.youtube.com/watch?v=P-56rcLxmk4
- Kenneth Wayne. "8 Tips to Start Killing it in Mobile Photography." Published February 3rd, 2018. Youtube Video, 00:10:50. https://www.youtube.com/watch?v=HXIVNdp_SoM
- Kesh. "How I Made a Zine in 24 Hours." Published May 6th, 2020. Youtube Video, 00:04:51. https://www.youtube.com/watch?v=_RaVx-_R8lU
- Kesvani, Hussein. 2017. "This Islamic Zine Gives Muslims a Platform to Tackle Taboos." https://www.vice.com/en/article/7xxpjg/this-islamic-zine-gives-muslims-a-platform-to-tackle-taboos
- https://doi.org/10.1177/1329878X19830820
- Kutovakika. "100 Creative Photography Ideas at Home Using What You Have." Published April 3rd, 2020. Youtube Video. 00:20:18. https://www.youtube.com/watch?v=847OTMd5TNU
- Ison, Hannah, and Rae Cooper. "Software + Files: The Best Program and Files Types to Use for Different Design Outcomes." Published March 5th, 2021. https://www.behance.net/gallery/113593927/Software-Files
- Peter Thiedeke. "Photo and Video documentation of 2D Art+Design Work Using a Rostrum and Artificial Light." Published October 22nd, 2020. Youtube Video, 00:06:28.  https://www.youtube.com/watch?v=0ARRnzlWdZU
- Peter Thiedeke. "Photo and Video Documentation of 2D Art+Design Work Using Natural Light." Published October 22nd, 2020. Youtube Video, 00:05:30. https://www.youtube.com/watch?v=3FlEvD1cT0Y
- Peter Thiedeke. "Quick Tips - Compositing a Chair on a Background." Published August 21st, 2017. Youtube Video, 00:05:29. https://www.youtube.com/watch?v=owsIvRTU_b4
- Peter Thiedeke. " Photo & Video Documentation of 3D Art+Design Work Using a Light tent with 3 Lights and a Turntable." Published October 22nd, 2020. Youtube Video, 00:04:23. https://www.youtube.com/watch?v=VGst8NQFmhI
- Like Knows Like. "Wasted Rita." Published August 25th, 2014. Youtube Video, 00:04:48. https://www.youtube.com/watch?v=4Xi9whV1l4s
- Like Knows Like. "James Victore." Published June 9th, 2014. Youtube Video, 00:05:28. https://www.youtube.com/watch?v=KwCXQzRdVqY
- Monkeyminkata. "How to Zine: Miniseries: Ep.3 – Designing the Zine in InDesign." Published January, 17th, 2019. Youtube Video, 00:06:30. https://www.youtube.com/watch?v=nmFYyx0TeXs&list=PL4l8DukOZAqWWC5fQy6aS2rcOcwoG8PE6
- Nick Exposed. "Where Should I Print my Zine." Published January 15th, 2019. Youtube Video, 00:15:45. https://www.youtube.com/watch?v=Qilmuajs8Ec&list=PL8o6iS5s95r3QT80sHWZkGGOfIuLZNv3x
- Quartz. "Bauhaus Design is Everywhere, but its Roots are Political." Published September 14th, 2019. Youtube Video, 00:07:00. https://www.youtube.com/watch?v=X59FCW3vOIE
- Replica Surfaces. "Natural Light Photography: How to Light Food + Product Photos." Published March 19th, 2020. Youtube Video, 00:08:13. https://www.youtube.com/watch?v=TynvLJczuSg
- Satori Graphics. "5% OF DESIGNERS KNOW ALL 3! (How To Generate Design Ideas)." Published February 8th, 2021. Youtube Video, 00:04:32. https://www.youtube.com/watch?v=eNSy1UWrSJ0
- The Futur. "Original Is Just A Remix of Old Ideas Presented In A New Way." Published May 26th, 2020. Youtube Video, 00:06:34. https://www.youtube.com/watch?v=buq8BbkVTdg
- Truly CA. "But I Love The Zine | KQED Truly CA." Published April 5th, 2019. Youtube Video, 00:16:52. https://www.youtube.com/watch?v=kMOGGY4tqXE
- University of Groningen. "Flipped Classroom." Published February 18th, 2016. Youtube Video, 00:06:03. https://www.youtube.com/watch?v=qHI91h3-kpE

## 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 aboutsupport 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 byall 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 academicadvice 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 (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

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

**Self-Directed Learning**

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning A ctivities (After Class). 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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

| Week | Learning Content (Before Class) | Learning Experiences (In Class) | Learning Activities (After Class) | Evidence of Learning (Assessment) | Learning Outcome |
|---|---|---|---|---|---|
| |  |  |  |  |  |
| 1 | • Illustrator basics for new users.<br>• Create a new document.<br>• Create and edit shapes.<br>• Change colour and strokes (lines).<br>• Create with drawing tools.<br>• Saving and exporting. | **Week 1: Starting Strong** How the course functions. Introducing resources: how to read course content via Padlet, the purpose of Adobe Software, student communication channels, weekly feedback processes, flipped classroom learning format. Introducing the course and expectations. **Software Skills:** Introduction to Adobe Illustrator basic skills (creating a new document, creating and editing shapes, change colour and strokes (lines). **Design Brief 1:** Self Portrait. | Finish the self portrait brief for critique at the beginning of class in week 2 | | 1,2,3,4,5 |
| 2 | • Add text to your designs.<br>• Next level type.<br>• Work with artboards.<br>• Create a precise artwork. | **Week 2: Cultural Competency** Feedback processes and responding to design criticism. Responding to the Design. Critique of student responses to the brief and discussion. Cultural competency. **Software skills:** Illustrator: basics skills continued (create with drawing tools, working with artboards, next level type, resize artwork, manipulating paths, text tool). **Design Brief 2:** Logo design. | Finish the logo design brief for critique at the beginning of class in week 3 | | 1,2,3,4,5 |

| | | | | | |
|---|---|---|---|---|---|
| **3** | • Get started with InDesign.<br>• Explore the workspace.<br>• Add text.<br>• Add and transform graphics (images).<br>• Create a layout with text and graphics.<br>• When to link graphics. | **Week 3: inclusivity**<br>Critique of student responses to the brief and discussion. Choosing diversity and inclusivity in images. Design integrity.<br>**Software skills:** Getting started with InDesign, exploring the workspace, adding text, adding and transforming graphics (images), creating a layout with text and graphics, paragraph and character styles.<br>**Design Brief 3:** Brochure layout (part 1). | Start the brochure layout (part 1) brief for critique at the beginning of class in week 4 | Assignment 1: PDF Portfolio (Midpoint) 15% | 1,2,3,4,5 |
| **4** | • Print design quick start.<br>• Share (save and package) InDesign projects.<br>• Page layout course<br>• Fine-tune text.<br>• Apply page layout techniques.<br>• Create layouts with graphics. | **Week 4: Layouts**<br>Design a balanced page layout that communicates your message.<br>**Software Skills:** When to link graphics, print design quick start, sharing (saving and packaging) InDesign projects. Introduction to layouts, tables, multipage documents.<br>**Design Brief 4:** Brochure layout (part 2). | Finish the brochure layout (part 2) brief for critique at the beginning of class in week 5 | | 1,2,3,4,5 |
| **5** | • Smart phone photography.<br>• Get to know Photoshop.<br>• Image layers.<br>• Change the background of a photo.<br>• Edit your first photo.<br>• Selecting parts of an image.<br>• Exporting files<br>• Change the background of a photo.<br>• Combining images.<br>• Hide part of a layer/image. | **Week 5: Photoshop basics**<br>Critique of student responses to the brief and discussion.<br>**Software Skills:** Get to know photoshop, image layers, change the background of a photo, edit your first photo, selecting parts of an image, exporting files, combining images, composite images, hiding part of a layer/image. Introduction to using natural light/shadows in photography, free image libraries, smart phone photography, and finding inspiration at home.<br>**Design Brief 5:** Juice label (part 1). | Finish the juice label (part 1) brief for critique at the beginning of class in week 6 | | 1,2,3,4,5 |
| **6** | • Create a vector from a rough sketch.<br>• How to digitise a sketch in Photoshop.<br>• Sketchbook drawing to Illustrator.<br>• Colouring an image in photoshop. | **Week 6: Designing labels**<br>Critique of student responses to the brief and discussion. Students continue to work on their juice label and aim to finish it in class so that they can print it on campus before photographing it in class in week 7.<br>**Software Skills:** Transform your analogue sketches into digital artwork using Photoshop and Illustrator.<br>**Design Brief 6:** Juice label (part 2). | Print your juice label to photograph in class in week 7 | | 1,2,3,4,5 |

| 7 | • Photographing work.<br>• Documenting your work with artificial light.<br>• Introduction to making/using a photo tent.<br>• Using the Uni Photo Tent | **Week 7: Class excursion to University**<br>Students will visit Griffith University campus to participate in the following activities:<br>• Photo studio<br>• Liveworm Introduction<br>• Zine Library<br>• Campus tour | Finish the juice label brief by taking a photo of it using the techniques discussed in class. Finish Assignment 1 by collating the briefs from week 1-6 into a PDF | Assignment 1: PDF Portfolio (Final) 35% | 3 |
|---|---|---|---|---|---|
| 8 | • How to make your own photography zine<br>• Zine Design In Action<br>• Find Inspiration at Home<br>• Zine Cover Design | **Week 8: Introduction to Zine**<br>Culture, examples of Zines, Zines in context. Discussion. Guided practical session on Zine and feedback session. Use mindmap/ research/ moodboard to come up with Initial ideation and sketches. | Start on your initial Zine ideas by brainstorming topic ideas, creating a moodboard and sketches to bring to class in week 9 | | 1,2,3,5 |
| 9 | • Add text.<br>• Add and transform graphics (images).<br>• Create a layout with text and graphics.<br>• When to link graphics.<br>• Package your artwork<br>• Creating an image mask | **Week 9: Digitizing your Zine**<br>Critique of student responses to the brief and discussion. Continue working on your Zine design and start creating it in InDesign.<br>**Software skills:** InDesign Zine template. Refresher on working with images and text. | Keep working on your Zine and bring your progress for critique at the beginning of class in week 10 | | 1,2,3,4,5 |
| 10 | • Apply page layout techniques.<br>• Create layouts with graphics.<br>• Adding bleed and crop marks to your PDF | **Week 10: Zine**<br>Critique of student responses to the brief and discussion. Introduction to Zine process, cover design, authenticity, discussion. Guided practical session on Zine. | Keep working on your Zine and bring your progress for critique at the beginning of class in week 11 | | 1,2,3,4,5 |
| 11 | • Creating test prints. | **Week 11: Class excursion to University**<br>Test prints, printing your zine using the large format printer. Guided practical session on Zine and feedback session. | Finish your Zine so you are ready to present in class next week | | 3,4,5 |
| 12 | | **Week 12: Zine**<br>Zine exhibition. Students will take turns in presenting their final draft to the group and feedback from staff will be provided. | | Assignment 2: Zine 50% | 3,4,5 |

## 5.   Evidence of Learning (Assessment)

## 5.1 Evidence of Learning Summary

| | Evidence of Learning (Assessment) | Weighting | Learning Outcome | Due Date |
|---|---|---|---|---|
| **1** | Portfolio of Creative Works (Mid-Point) | 15% | 1, 2, 3, 4 | Week 3: Sunday 26th of March 2023 |
| **2** | Portfolio of Creative Works (Final) | 35% | 1, 2, 3, 4 | Week 8: Sunday 7th of May 2023 |
| **3** | Zine | 50% | 5 | Week 12: In class + Sunday 4th of June 2023 |

## 5.2  Evidence of Learning Task Detail –

*Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.*

### 1. Evidence of Learning Task 1: Portfolio of Creative Works (Mid-Point 15% and Final 35%)

**Task Type**: Assignment
**Due Date:** Week 3 and Week 8
**Weight: 10% (**15% mid-point and 35% Final)
**Task Description:** This assessment focuses on the demonstrated skills and knowledge up to this point in the trimester. You will be assessed on your completion of tasks allocated during your tutorials, demonstrating your application of skills and knowledge in relation to the course content. Activities related to this assessment begin in week 1 and contain weekly milestones (with weekly deadlines). Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

**Criteria and Marking:**
Planning and development (30%): All design briefs are included. The folio demonstrates a clear understanding of the software and the ability to apply techniques learned in class. There is clear and easy to follow evidence of feedback and development in the form of notes and screenshots of various design iterations.
Technical Competencies (30%): The composition and visual balance of the design is aesthetically pleasing and demonstrates a very good understanding of design principles. The work demonstrates a very good ability to translate analogue sketches into digital art using the appropriate design software and includes a good amount of detail in the design.
Creativity and Innovation (20%): The design concept and execution demonstrate a highly innovative approach to design. The student has applied the techniques learnt in class to their outcome to produce outstanding content with a unique visual identity.
Documentation and Resolution (20%): All work is professionally presented using an original layout, images are formatted correctly, are sharp, straight, cropped, and clean. The written reflection includes a critical analysis of the student experience. The writing is succinct and has no grammar or spelling errors.

**Submission:** Turnitin via the course site

### 2. Evidence of Learning Task 2:  Zine (50%)

**Task Type**: Assignment and Presentation.
**Due Date:** Week 12
**Weight:** 50%
**Task Description:** This assessment provides you with an opportunity to bring all of your technical skills and knowledge to a highly creative and individual visual communication design project. Weekly milestones allow you to plan your project over a series of smaller stages in consultation with your peers and tutor, leading up to an authentic, publicly published outcome. Your skills, knowledge and their application at this stage of the trimester should result in your capacity to produce work at the level of a 'junior

graphic designer' according to current industry standards. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

**Criteria and Marking:** Planning and development (25%), Creativity and Innovation (25%), Technical Competencies (25%), Gestalt and Resolution (25%)

**Submission:** Turnitin via the course site; and in class presentation

**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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 Sittings, 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 isunacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre- meditated form of cheating is considered 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 todeceive. In these cases, students may be required to undertake additional educational activities to remediatetheir 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 guidanceto understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and whenyou 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 mayrequest 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 penaltiesand 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 (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.