

# Course Outline

## Code: DES101 Title: The Language of Design

**School:** Communication & Creative Industries  
**Teaching Session:** Semester 1  
**Year:** 2019  
**Course Coordinator:** Irene Visser, [ivisser@usc.edu.au](mailto:ivisser@usc.edu.au)  
**Course Moderator:** Dr Uwe Terton, [uterton@usc.edu.au](mailto:uterton@usc.edu.au)

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

### 1. What is this course about?

#### 1.1 Description

Designers can play an important role in generating imaginative and effective visual communication. This course aims to develop your understanding of design principles and the fundamentals of visual language. The course provides you with skills and strategies to assist in idea generation, visual problem solving, encoding meaning in images, and the ability to critically evaluate your own image-making processes. You will employ a range of media including drawing, collage and digital photography to explore the language of design and factors contributing to the creation of meaningful images.

#### 1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
N/A	N/A

### 2. What level is this course?

100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time year of an undergraduate program.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Apply understandings of design principles to develop creative solutions to design communication problems and to meet task requirements	1, 2 and 3	Creative and critical thinkers.
Demonstrate an understanding and	3	Creative and critical thinkers.

<b>Specific Learning Outcomes</b> On successful completion of this course, you should be able to:	<b>Assessment tasks</b> You will be assessed on the learning outcomes in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to:
application of semiotic principles in design communication.		Knowledgeable.
Generate a range of possible solutions to design tasks and demonstrate critical ability in the selection of final outcomes	1, 2 and 3	Creative and critical thinkers.
Demonstrate an ability to explore and manipulate a range of selected media and to present work in a professional manner	1, 2 and 3	Empowered.

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1 Enrolment restrictions

Nil

### 5.2 Pre-requisites

Nil

### 5.3 Co-requisites

Nil

### 5.4 Anti-requisites

Nil

### 5.5 Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

### 6.2 Details of early feedback on progress

In week 4, formative feedback will be provided on your Task 1 work in progress during the tutorial.

### 6.3 Assessment tasks

<b>Task No.</b>	<b>Assessment Product</b>	<b>Individual or Group</b>	<b>Weighting %</b>	<b>What is the duration / length?</b>	<b>When should I submit?</b>	<b>Where should I submit it?</b>
1	Artefact - Creative, and Written Piece	Individual	40%	N/A	Week 6 exercises; Week 8 Reflection on designs	Online Assignment Submission
2	Artefact - Creative	Individual	30%	13 slide PowerPoint + 2-3 minute talk	Week 9	Online Assignment Submission

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3	Artefact - Creative, and Written Piece	Individual	30%	2 x A4 ads plus 400 word written summary	Week 1, central examination period	Online Assignment Submission
			100%			

### Assessment 1: Design Imagination and Ideation

<b>Goal:</b>	To explore idea development, develop critical ability and demonstrate an understanding of design principles through visual communication exercises linked to professional design outcomes.
<b>Product:</b>	Artefact - Creative, and Written Piece
<b>Format:</b>	Professional or industry format Individual assignment Specific task details and description can be found on Blackboard in the Assessment/Task 1 section.
<b>Criteria:</b>	This task will be assessed according to levels of achievement in the following criteria: <ul style="list-style-type: none"> <li>• Presented on time and fulfils the task requirements</li> <li>• Demonstrated understanding and application of design principles</li> <li>• Critical ability in the selection of final design outcomes</li> <li>• Sound understanding, practice, experimentation, research and working processes to support the final outcomes</li> <li>• Creativity and originality in idea development and final design outcomes</li> <li>• Professional presentation and skilled use of the medium</li> </ul>

### Assessment Task 2: Design, Mood and Music

<b>Goal:</b>	To demonstrate an understanding of design principles by using digital photography to reflect the mood of a selected piece of music in a series of inter-related images showing an understanding of space, rhythm, focal point, balance, tonal contrast and colour contrast.
<b>Product:</b>	Artefact - Creative
<b>Format:</b>	Professional/industry format. Individual assignment Specific task details and description can be found on Blackboard in the Assessment/Task 2 section.
<b>Criteria:</b>	This task will be assessed according to levels of achievement in the following criteria: <ul style="list-style-type: none"> <li>• Project meets the criteria set in the project brief and is presented on time in a skilled and professional manner</li> <li>• Thorough documentation of working processes, idea generation and design decisions</li> <li>• Clear understanding and application of design principles</li> <li>• Demonstrates critical ability in the selection of final design outcomes and overall unity of presentation</li> <li>• Creativity and originality in responses</li> </ul>

### Assessment Task 3: 'Ad-busting' Designs

<b>Goal:</b>	Demonstrate an understanding of semiotic theory and design principles in the design of two linked print advertisements that employ a specific advertiser's 'house style' or design conventions, to critique the company's message or ideologies .
<b>Product:</b>	Artefact - Creative
<b>Format:</b>	Professional or industry format Individual assignment Specific task details and description can be found on Blackboard in the Assessment/Task 3

	section.
<b>Criteria:</b>	<p>This task will be assessed according to levels of achievement in the following criteria:</p> <ul style="list-style-type: none"> <li>• Project meets the criteria set in the project brief and is presented in a skilled and professional manner</li> <li>• Demonstrates an understanding of semiotics and design principles in visual and written outcomes</li> <li>• Demonstrates critical ability in the selection of final design outcomes</li> <li>• Creativity and originality in responses</li> <li>• Thorough documentation of research, analysis, idea generation and design decisions in the journal</li> </ul>

## 7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
Sippy Downs	Lecture: 1 hours Tutorial: 2 hours

## 8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

### 8.1 Prescribed text(s) or course reader

Nil

### 8.2 Specific requirements

It is essential that you come prepared with appropriate materials for each tutorial. Most or all of these items may be available from the Co-op Bookshop, newsagents or art supply stores such as Eckersley's. Requirements: A3 sketchbook/journal (required for Week 1), 2B, 4B, 6B graphite pencils (required for Week 1); eraser (required for Week 1); scissors, glue, ruler (steel is preferable), thin black, white and grey cardboard (as required), collage elements as required (magazines and newspapers etc.), black medium point marker pen, coloured pencils, A3 folder with plastic sleeves, mount board. Task 2 requires the use of a digital camera. A phone camera is suitable. Optional but not essential as we will supply paints for colour exercise in tutorial: Small tubes of acrylic paint: black, white, red, magenta, pthalo blue, prussian blue, mid yellow

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic

qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

## **10.2 Assessment: Additional requirements**

### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

## **10.3 Assessment: Submission penalties**

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

## **10.4 Study help**

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

## **10.5 Links to relevant University policy and procedures**

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.6 General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)