

Course Outline

Code: DES205

Title: Photographic Practice in Creative Industries

School: Creative Industries
Teaching Session: Semester 1
Year: 2020
Course Coordinator: Tricia King, tking2@usc.edu.au
Course Moderator: Dr Uwe Terton, 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

The course explores the principles of photography when applied in a commercial setting and across the Creative Industries. The focus will be on understanding promotion from a visual and photographic perspective, including illustrative methods, stock development, and working to a specific brief. You will learn advanced software techniques for compositing 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?

200 level Developing – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd 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:
Recognise and capture good image-making opportunities and be able to organise and craft creative visual concepts for composite and advertising.	1, 2 and 3	Creative and critical thinkers. Engaged.

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Achieve advanced technical skills both in software and studio lighting	1, 2 and 3	Knowledgeable.
Analyse and reflect on personal, social and cultural issues linked to one's own work.	1, 2 and 3	Engaged.
Create imagery based on concept and hone the techniques necessary to showcase personal vision.	2 and 3	Empowered.
Describe the subject matter of photographs, understand photography's various frameworks in regards to your own work and their visual impact.	1, 2 and 3	Creative and critical thinkers.
Explain the visual language framework, theories and innovations intrinsic to photographic discourse.	1, 2 and 3	Creative and critical thinkers. Knowledgeable.

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 3, formative review of ideas and concepts will be provided, including peer review. Students can discuss their ideas and concepts in class.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Artefact - Creative, and Written Piece	Individual	30%	9 hi-res digital images with 10-page process journal with last page rationale	Week 5	In Class
2	Artefact - Creative, and Written Piece	Group	35%	Creative Brief: 1,000 words and article/advert. 250 words	Week 9	In Class
3	Artefact - Creative, and Written Piece	Individual	35%	2 high-res digital images with 10 page process PDF journal and rationale	Week 13	In Class
			100%			

Assessment 1: Industry practice: photographing three themes for stock photography and rationale

Goal:	To develop and produce a series of photographs from three themed ideas for Stock Photography, and to craft a focused rationale explaining the critical approach to the 3 themes
Product:	Artefact - Creative, and Written Piece
Format:	<p>Academic format</p> <p>Select three themes from the list provided on Blackboard.</p> <ul style="list-style-type: none"> • 3 high-res (9 images) photographs of each theme that you have taken as high quality jpeg saved in separate folders with the theme title. • A process journal (approximately 6-10 pages, final length to be determined in consultation with your tutor) with a last page overall rationale. Your process journal is an explanation of your exploration, the creative process, the technical challenges, any social ethical cultural or historical contexts and how you achieved your final outcomes. Examples for writing your rationale are located in your Assignment folder on Blackboard <p>On the due date, submit in class a folder containing high-resolution files in a folder, and your PDFs via Blackboard.</p>
Criteria:	<ul style="list-style-type: none"> • Explain the visual language framework, theories and innovations intrinsic to photographic discourse. • Describe the subject matter of photographs, understand photography's various frameworks in regards to your own work and their visual impact. • Achieve advanced technical skills both in software and studio lighting. • Analyse and reflect on personal, social and cultural issues linked to one's own work.

	<ul style="list-style-type: none"> Recognise and capture good image-making opportunities and be able to organise and craft creative visual concepts for composite and advertising.
--	---

Assessment Task 2: Creative brief, product photography for feature article and advertising

Goal:	Develop a creative brief for advertising a product of your choice, photograph the product including develop and produce two advertisements and a feature/magazine article showing/displaying your photographic product as the major illustration.
Product:	Artefact - Creative, and Written Piece
Format:	<p>Academic format</p> <p>In teams comprising of three students:</p> <ul style="list-style-type: none"> Develop a creative brief (see BB learning content for templates and guidance). Photograph six or more product images. From your creative brief, produce a 250 word feature article and two advertisements, Critically choose images from your shoot, design the layouts using Photoshop, InDesign or Illustrator and save in PDF format. <p>Submit on due date week 9:</p> <ul style="list-style-type: none"> 1000 word creative brief in PDF format (examples and templates provided on Blackboard). Successful jpeg high resolution product images saved in folder. 250 word article and the 2 advertisements in PDF format. <p>On the due date, submit in class a folder containing high-resolution files in a folder, and your PDFs via Blackboard.</p>
Criteria:	<ul style="list-style-type: none"> Explain the visual language framework, theories and innovations intrinsic to photographic discourse. Describe the subject matter of photographs, understand photography's various frameworks in regards to your own work and their visual impact. Achieve advanced technical skills both in software and studio lighting. Analyse and reflect on personal, social and cultural issues linked to one's own work. Recognise and capture good image-making opportunities and be able to organise and craft creative visual concepts for composite and advertising. Create imagery based on concept and hone the techniques necessary to showcase personal vision.

Assessment Task 3: Creative Compositing

Goal:	To use composite techniques to produce 2 images from a selection of original photographs to create the idea that all the elements are of the same scene. .
Product:	Artefact - Creative, and Written Piece
Format:	<p>Academic format</p> <p>Create two conceptual photographic images for an illustrative advertisement or a magazine/editorial, or creative art journal using Photoshop software compositing techniques.</p> <ul style="list-style-type: none"> Produce two (2) composite images The completed image files as high resolution .jpg Digital PDF Journal and rationale – minimum 10 pages

	<p>Submit on due date in week 9 with a named folder containing</p> <ul style="list-style-type: none"> • Your 2 high resolution photographic images • Your process journal and rationale. <p>On the due date, submit a folder containing high-resolution files and your PDF via Blackboard.</p>
Criteria:	<ul style="list-style-type: none"> • Explain the visual language framework, theories and innovations intrinsic to photographic discourse. • Describe the subject matter of photographs, understand photography's various frameworks in regards to your own work and their visual impact. • Achieve advanced technical skills both in software and studio lighting. • Analyse and reflect on personal, social and cultural issues linked to one's own work • Recognise and capture good image-making opportunities and be able to organise and craft creative visual concepts for composite and advertising. • Create imagery based on concept and hone the techniques necessary to showcase personal vision.

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	Workshop: 3 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

You will need the following:

- A DSLR (Digital Reflex Camera with interchangeable lenses). An entry-level kit would be sufficient.
- One (or more) USB (available from the University's Co-op Bookshop).
- You may require other materials relevant to specific projects.

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

10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic

adjustments. To book an appointment with either service go to [Student Hub](#), email studentwellbeing@usc.edu.au or accessability@usc.edu.au or call 07 5430 1226

10.6 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>

10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie.
- **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