



## COURSE OUTLINE

# DES205 Photographic Practice in Creative Industries

**Course Coordinator:** Tricia King (tking2@usc.edu.au) **School:** School of Business and Creative Industries

2021 | Semester 2

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus.

*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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
<b>Laboratory 1</b> – In-class laboratory	2hrs	Week 1	12 times
<b>Lecture</b> – 1 hour online lecture content for 12 weeks (or equivalent).	1hr	Week 1	12 times
ONLINE 1			
<b>Laboratory 1</b> – Interactive zoom laboratory	2hrs	Week 1	12 times
<b>Lecture</b> – 1 hour online content for 12 weeks (or equivalent).	1hr	Week 1	12 times

### 1.3. Course Topics

Commercial photography, advertising, photography in the Creative Industries, Post-production, creative technologies, industry engagement.

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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

12 units

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

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Recognise and capture good image-making opportunities and be able to organise and craft creative visual concepts for composite and advertising.	Creative and critical thinker Engaged
2 Achieve advanced technical skills both in software and studio lighting.	Knowledgeable
3 Analyse and reflect on personal, social and cultural issues linked to one's own work.	Engaged
4 Create imagery based on concept and hone the techniques necessary to showcase personal vision.	Empowered
5 Describe the subject matter of photographs, understand photography's various frameworks in regards to your own work and their visual impact.	Creative and critical thinker
6 Explain the visual language framework, theories and innovations intrinsic to photographic discourse.	Knowledgeable Creative and critical thinker

### 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. Pre-requisites

Not applicable

#### 5.2. Co-requisites

Not applicable

#### 5.3. Anti-requisites

Not applicable

#### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

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

#### 6.1. Grading Scale

Standard Grading (GRD)

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

#### 6.2. Details of early feedback on progress

Ongoing feedback via weekly tasks, early feedback on assessment items in class in weeks 4, 5, 8, 9, 11 and 12.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Creative, and Written Piece	Individual	30%	9 high resolution images plus written process journal and rationale.	Week 5	In Class
All	2	Artefact - Creative, and Written Piece	Group	35%	Creative brief, 4 high resolution images, 2 product advertisements.	Week 9	In Class
All	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

**All - Assessment Task 1:** Taking Stock of Photography

<b>GOAL:</b>	The goal of this assignment is to create high quality photographs which would be suitable for use as stock images. You will identify your marketplace and develop a series of images which fit within this positioning.																			
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece																			
<b>FORMAT:</b>	Submission of a portfolio of images which identify a market need and can be used as stock photographs. Your written journal will report on the way in which your images sit contextually and provide a critical reflection on your process.																			
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Explain the visual language framework, theories and innovations intrinsic to photographic discourse.</td> <td>6</td> </tr> <tr> <td>2</td> <td>Describe the subject matter of photographs, understand photography's various frameworks in regards to your own work and their visual impact.</td> <td>5</td> </tr> <tr> <td>3</td> <td>Achieve advanced technical skills both in software and studio lighting.</td> <td>2</td> </tr> <tr> <td>4</td> <td>Analyse and reflect on personal, social and cultural issues linked to one's own work.</td> <td>3</td> </tr> <tr> <td>5</td> <td>Recognise and capture good image-making opportunities and be able to organise and craft creative visual concepts for composite and advertising.</td> <td>4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Explain the visual language framework, theories and innovations intrinsic to photographic discourse.	6	2	Describe the subject matter of photographs, understand photography's various frameworks in regards to your own work and their visual impact.	5	3	Achieve advanced technical skills both in software and studio lighting.	2	4	Analyse and reflect on personal, social and cultural issues linked to one's own work.	3	5	Recognise and capture good image-making opportunities and be able to organise and craft creative visual concepts for composite and advertising.	4	
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**All - Assessment Task 2:** Creative brief, product photography for feature article and advertising

<b>GOAL:</b>	This task will see you work in teams to develop a creative brief for advertising a product. You will photograph the product and develop two advertisements which position the product to the target audience.
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece
<b>FORMAT:</b>	In teams, you'll need to develop an advertisement from design to final placement. Critically choose images from your shoot, design the layouts using Photoshop, InDesign or Illustrator.

CRITERIA:	No.	Learning Outcome assessed
	1	Explain the visual language framework, theories and innovations intrinsic to photographic discourse. <span style="float: right;">6</span>
	2	Describe the subject matter of photographs, understand photography's various frameworks in regards to your own work and their visual impact. <span style="float: right;">5</span>
	3	Achieve advanced technical skills both in software and studio lighting. <span style="float: right;">2</span>
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	5	Recognise and capture good image-making opportunities and be able to organise and craft creative visual concepts for composite and advertising. <span style="float: right;">1</span>
	6	Create imagery based on concept and hone the techniques necessary to showcase personal vision. <span style="float: right;">4</span>

### All - Assessment Task 3: Creative Compositing

<b>GOAL:</b>	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..	
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece	
<b>FORMAT:</b>	<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"> <li>• Produce two (2) composite images</li> <li>• The completed image files as high resolution .jpg</li> <li>• Digital PDF Journal and rationale – minimum 10 pages</li> </ul> <p>Submit on due date in week 9 with a named folder containing</p> <ul style="list-style-type: none"> <li>• Your 2 high resolution photographic images</li> <li>• Your process journal and rationale.</li> </ul> <p>On the due date, submit a folder containing high-resolution files and your PDF via Blackboard.</p>	
<b>CRITERIA:</b>	No.	Learning Outcome assessed
	1	Explain the visual language framework, theories and innovations intrinsic to photographic discourse. <span style="float: right;">6</span>
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	3	Achieve advanced technical skills both in software and studio lighting. <span style="float: right;">2</span>
	4	Analyse and reflect on personal, social and cultural issues linked to one's own work <span style="float: right;">3</span>
	5	Recognise and capture good image-making opportunities and be able to organise and craft creative visual concepts for composite and advertising. <span style="float: right;">1</span>
	6	Create imagery based on concept and hone the techniques necessary to showcase personal vision. <span style="float: right;">4</span>

## 7. Directed study hours

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.

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

Please note: 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

There are no required/recommended resources for this course.

### 8.2. Specific requirements

You will need the following: A DLSR (Digital Reflex Camera with interchangeable lenses). An entry-level kit would be sufficient.

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

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training 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

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

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. 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>

## 10.8. 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](mailto:studentcentral@usc.edu.au)