

Course Outline

Code: DES206

Title: Photographic Practice IV

School: Creative Industries
Teaching Session: Semester 2
Year: 2019
Course Coordinator: TBA
Course Moderator: 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

This course is intended to extend your photographic knowledge, confidence and communication to enable you to produce a professional portfolio. The course offers advanced practical approaches to photography addressed to challenge and broaden your current understanding of the camera and the way it records. Designed to expand your conceptual and technical knowledge in capturing and processing photographs includes historical and contemporary practices intrinsic to photographic discourse, including exploring the various platforms for publishing and showcasing your portfolio.

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

| Activity | Details |
|----------------------|--|
| Trip to Maroochydore | To observe and photograph architecture |

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: |
| Apply the elements and principles of design/photography to create art works for the purpose of self-expression and to a brief which to communicate ideas, information, and/or messages. | 1 and 2 | Knowledgeable. |

| 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: |
|--|---|--|
| Further develop, reflect on, and revise concepts for the creation of works that address a variety of creative challenges. | 1, 2 and 3 | Creative and critical thinkers. |
| Further skills to reflect on the effectiveness of preliminary versions, and revise the creative work on the basis of reflection and self-assessment. | 1, 2 and 3 | Creative and critical thinkers. Empowered. |
| Extend skills in working with a range of media for developing/producing a portfolio. | 2 and 3 | Knowledgeable. |
| The ability to critically analyse and evaluate the historical/contemporary frameworks for the visual language of photographs. | 1 and 2 | Engaged. |

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

N/A

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)

N/A

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

Student critique of work in progress in class time weeks 4, 8 and 12.

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 | 25% | 6 images | Week 5 | In Class |

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|---|--|------------|------|---|---------|----------|
| | | | | 10 page A4 journal | | |
| 2 | Artefact - Creative, and Written Piece | Individual | 30% | 2 printed photographs 10 page A4 journal | Week 9 | In Class |
| 3 | Artefact - Creative, and Written Piece | Individual | 45% | Printed and online Portfolio | Week 13 | In Class |
| | | | 100% | | | |

Assessment 1: Form and function: architectural studies and process journal

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| Goal: | Your goal is to reflect on the use of compositional methods, such as, repeating patterns, vanishing points, lines, shapes, forms to express form and function by photographing architecture, either from a commercial, illustrative or self-expressive point of view. |
| Product: | Artefact - Creative, and Written Piece: Capture of architectural themes and process journal |
| Format: | <p>Architectural photography should convey the experience of being in and around a built environment, and despite its diversity there are a number of simple rules that apply in most situations that help guide you about how you can best portray parts of architecture or buildings. Buildings offer much creative scope, from the intricate details of historical churches, period houses (such as Queenslanders) and or the graphical shapes of modern architecture. Commercial photographers generally focus on corporate or industrial views whereas publishers and editors often focus on the artistry and textural elements of the architecture. This task requires you to capture an interesting view of buildings and to provide a landscape process journal + rationale related to these architectural themes. Write an overall rationale from your exploration and include as last page in your journal explaining your creative methods from your findings.</p> <p>a) you are to select 3 images from your 6 that you feel are your best and critically analyse these in your journal.</p> <p>b) Submit your selected 3 and your 3 support images + your journal on a USB in class time Week 5.</p> <p>*All (photographic) assignment material is to be recorded from within the current course period.</p> |
| Criteria: | <p>Capture of architectural themes:</p> <ul style="list-style-type: none"> • compelling capture of shape, form, function and symmetry of framing and composition of your 12 selected architectural themes • depth of demonstrated technical capabilities, eg correct lighting, correct use of depth of field, and clear focus of subject matter • value of selection of your 3 architectural photographs • achievement of professional standards of your final 3 photographs eg clarity, colour. <p>Process journal and rationale:</p> <ul style="list-style-type: none"> • relevant and coherent evidence of exploration • grammar and spelling and appropriate referencing • depth of quality and persuasive interpretation of ideas and creativity • correct technical information, eg camera and lens information |

Assessment Task 2: [Click here to enter name of task.](#)

| | |
|------------------|--|
| Goal: | The goal of this task is for you to critically analyse master photographers or artists whose work relates to the world we live. |
| Product: | Artefact - Creative, and Written Piece: Photographic perspective, process journal + rationale |
| Format: | <p>To understand photography and its role in society is to develop an appreciation from an aesthetic and textural perspective. In doing so you will learn something about that photographer's/artist's technique that will help you in your own practice.</p> <p>Research one or two masters of photography or famous fine artists and explore their subjects, techniques and style. Recreate a photographic essay using similar subjects closely following the technique faithful to the style of your chosen master photographer or master fine artist. Importantly your images should be easily recognisable to the master (list made available on Blackboard).</p> <p>In order to be faithful to the master's style try to use the same or digitally replicate their medium, for example Ansel Adams photographed landscapes in black and white; here you would replicate digitally, the type of analogue film from his era. Andy Warhol, although not a photographer per se has had many of his works replicated into great photographs. Explore the following, which will support your process journal and rationale:</p> <ul style="list-style-type: none"> • Impact of photography on society, e.g. photographic truth • Reframing the photograph • Reading a photograph or art as text • Explore elements of composition • Explore masters of photography • Explore digital manipulation (e.g. to manipulate former dark room techniques in addition to contemporary usage, such as usage of Adobe Photoshop). <p>Requirements:</p> <ul style="list-style-type: none"> • 2 printed photographs that you critically select from your shoot (template provided on Blackboard, print in class time) <p>Provide the following:</p> <ul style="list-style-type: none"> • Final 2 images resolution 16 x 24 at 300 dpi tif format. • PDF landscape process journal of your creative exploration and process + rationale. <p>*All (photographic) assignment material is to be recorded from within the current course period.</p> |
| Criteria: | <p>Photographic Pictorial Perspective</p> <ul style="list-style-type: none"> • demonstration of technical capabilities, eg. correct lighting, correct use of depth of field, and clear focus of capturing the style of subject matter. • demonstrated original ideas and critical selection in regard to replicating style of photographer • achievement of professional standard printing of your final 2 photographs, eg, clarity, colour and presentation. <p>Process journal + Rational</p> <ul style="list-style-type: none"> • value, historical or cultural relevance and coherent evidence of exploration of masters • evidence of creativity, exploration and clarity of interpretation of your own work • depth of persuasive validity and communication of knowledge |

| | |
|--|--|
| | <ul style="list-style-type: none"> • grammar and spelling and relevant and quality use of referencing |
|--|--|

Assessment Task 3: Photographic print and online portfolio and presentation

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|------------------|--|
| Goal: | Your goal is to produce a photographic portfolio to ensure recognition and self-promotion of your work that showcases your talent and skills to potential employers or simply to make an effective and lasting impression on your clients/audience. |
| Product: | Portfolio: Online and printed portfolio and presentation |
| Format: | <p>It is important to have both a hard copy and an on-line portfolio. There is a difference between looking at an image on screen and looking at an image on paper or book. An advantage of a printed portfolio over online portfolios is that it will also display your capabilities of the printing process. The importance of a personal online portfolio is to have your own website brand or expertise rather than to showcase on social networks. This task requires you to develop a hard copy portfolio and an on-line portfolio. There are many free templates and domain/hosting, such as the loop, and jimdo.com. You are to present your portfolio in pdf format to the class in week 13. Additional details will be provided on Blackboard.</p> <p>**For this task you may include photographs taken from any time period relevant to criteria.</p> <p>Provide the following: Your photographic printed portfolio (including a PDF copy on a USB) and online portfolio address</p> |
| Criteria: | <p>Photographic Portfolio</p> <ul style="list-style-type: none"> • achievement of quality, distinctive vision and ability in producing a compelling photographic portfolio for both online and hard copy • achievement of appropriate themes • succinct and appropriate descriptions of photographs in portfolio. <p>Presentation</p> <ul style="list-style-type: none"> • depth and clarity of presentation of portfolio, value of ideas and information |

NOTE: Digital journal tasks should demonstrate awareness that your work/activity exists in a cultural/historical context and should evidence this through material in your digital journal/workbook. You should be reflecting on and looking at historical and contemporary images by photographers relevant to each project. Evidence of reading and further research beyond those readings supplied as part of the course readings or notes should be demonstrated. Students who demonstrate they have researched the existing field, but then extend the field through innovative approaches will be considered to have contributed original work.

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: Specific Campus(es) or online: | Directed study hours for location: |
|--|------------------------------------|
| Sippy Downs | On campus 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

Please note that you need to have regular access to the resource(s) listed below as they are required:

| Author | Year | Title | Publisher |
|--------|------|-------|-----------|
| Nil | Nil | Nil | Nil |

8.2 Specific requirements

- An entry level DSLR or above with interchangeable lenses.
- Any printing costs to be provided on Blackboard

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:

- 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 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 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