# Unit Outline

VISA1007 Creative Image Communication  
Semester 2, 2016

<table>
<thead>
<tr>
<th>Unit study package code:</th>
<th>VISA1007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of study:</td>
<td>Internal</td>
</tr>
</tbody>
</table>
| Tuition pattern summary:| Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.  
Computer Laboratory: 1 x 3 Hours Weekly  
This unit does not have a fieldwork component. |
| Credit Value:           | 25.0     |
| Pre-requisite units:    | Nil      |
| Co-requisite units:     | Nil      |
| Anti-requisite units:   | Nil      |
| Result type:            | Grade/Mark |
| Approved incidental fees:| Information about approved incidental fees can be obtained from our website. Visit [fees.curtin.edu.au/incidental_fees.cfm](http://fees.curtin.edu.au/incidental_fees.cfm) for details. |
| Unit coordinator:       | Title: Dr  
Name: Glen Spoors  
Phone: 0422 932 976  
Email: Glen.Spoors@curtin.edu.au  
Location: Building: n/a - Room: n/a  
Consultation times: Monday |
| Teaching Staff:         |          |

**Administrative contact:**  
Name: Nicole Emmett  
Phone: +618 9266 3017  
Email: soda.tso@curtin.edu.au  
Location: Building: 202 - Room: 114

**Learning Management System:**  
[Blackboard](http://lms.curtin.edu.au)

**Acknowledgement of Country**
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.
Syllabus

This unit introduces students to the processes of capturing, using and managing digital images. Students will use a range of equipment from mobile phones to relatively simple still and video cameras to capture images, as well as using computers to generate images, and then learn how to manage these in terms of folder and file management. They will cover contextual ideas such as composition and sequencing to creative narrative structures and meaning through the use of the images they have captured and/or created. They will also develop ideas of collaborative work, participating in a community-created project.

Introduction

Creative Image Communication introduces students to contemporary practices in image ‘making’ and ‘taming’.

Through critical discussions and practical activities students will explore diverging contemporary genres such as selfies, memes, animated GIFs, glitches and other image-making practices in electronic environments.

Individual and group activities (in the form of practical workshops), alongside weekly seminars will stimulate reflection, conversation and action with the aim of heightening an understanding of the relationships between images and the meanings they carry.

Successful and creative communication of digital images is central to almost all professional fields in both the traditional and emerging digital humanities, with a particular relevance to the visual-arts, digital-photography and video, design, art-direction, journalism, and curatorial practices.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Employ appropriate equipment and software to capture or generate digital images and transfer between platforms</td>
<td>🔄 📽️ 📱</td>
</tr>
<tr>
<td>2 Analyse visual elements and sequences and apply to create meaningful communication of ideas</td>
<td>🔄 📽️ 🌐</td>
</tr>
<tr>
<td>3 Independently devise a visually-based narrative in response to a project brief</td>
<td>📄 📱</td>
</tr>
<tr>
<td>4 Collaboratively generate and distribute a visually-based narrative in response to project brief</td>
<td>📄 📱</td>
</tr>
</tbody>
</table>

The only authoritative version of this Unit Outline is to be found online in OASIS
Curtin’s Graduate Attributes

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Thinking skills</th>
<th>Information skills</th>
<th>Learning how to learn</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply discipline knowledge</td>
<td>(use analytical skills to solve problems)</td>
<td>(confidence to investigate new ideas)</td>
<td>(apply principles learnt to new situations)</td>
<td>(work independently and as a team)</td>
</tr>
<tr>
<td>Communication skills</td>
<td></td>
<td></td>
<td>(confidence to tackle unfamiliar problems)</td>
<td>(plan own work)</td>
</tr>
<tr>
<td>International perspective</td>
<td></td>
<td>Cultural understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(value the perspectives of others)</td>
<td></td>
<td>(value the perspectives of others)</td>
<td></td>
<td></td>
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</tbody>
</table>

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

Seminar: Each 3hr seminar will begin with a presentation of conceptual frameworks and approaches addressing diverse creative practices and techniques centered around image making and the building of narrative, with the aim of provoking a critical discussion within the group.

Through the examination of case studies, a broad range of creative practices will be presented (including selfies, avatars, memes, glitch and dirty media) while questioning the assumptions underlying the uses (and abuses) of the image today.

Visual materials from each seminar with a summary of key topics generated from each week’s discussion will be posted online after each session, resulting in an ongoing collaborative mapping of the unit.

Workshop activities: Following each week’s short introduction and discussion, related workshop activities will attempt to provoke new, perhaps unexpected connections between the group’s personal and social interests, inspirations and works.

The workshop activities will provide the basis for the students to learn and develop a range of approaches to achieve the learning outcomes.

While this unit is mostly software independent, the relevant techniques and processes as well as any specialised equipment for image making will be introduced in the workshops where applicable. Prior knowledge or experience in digital photography or related software, while useful, is not required. This unit provides direct practical experiences for employing common digital-device(such as camera enabled mobile telephones) for creating animation, digital collage, photography, and video.

Strategies of hybridization of motifs, techniques and materials, and other remixologies or disruptive tendencies such as hacking, glitch and dirty media will all be introduced through the practical workshops. These individual and group activities will inform and test the theoretical and critical discussions presented throughout the unit.

It is essential for students to prepare for each workshop by allocating additional time beyond the prescribed contact time to complete the program.

The suggested minimum additional weekly time allocation is 3 hours, but these may increase towards the final presentation especially as video editing is a task that always requires more time than expected. Additional access to the laboratory will also be available at select times during the unit.

Collaborative group work: This unit will foster individuality and creativity as well as group collaboraton and discussion to allow the students to expand their own creative practice (skills and expertise) while encouraging conceptual motivation.

A final presentation of student’s individual time-based works will be published online and in a screening in the final week of the unit. Students will be asked to work together as a whole to produce and manage a public presentation of their works.

Your Journal: Each student will be required to build and maintain an online social-media presence that will function as a visual diary/journal for the duration of the unit. This journal will become a record of the
student's individual creative processes, experimentation and conceptual frameworks, with the potential to abstract their practice in order to gain new perspectives, and to describe and share their position with others.

### Learning Resources

**Other resources**

Each week, suggested readings, viewings and artists links will be provided through Blackboard and/or distributed in class.

Students are strongly encouraged to broaden their conceptual, historical and philosophical understandings of the material presented through both these sources and independent research.

### Assessment

#### Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
<td>20%</td>
<td>Week: 5, Day: Friday 2 September, Time: 11.59pm</td>
<td>1,2</td>
</tr>
<tr>
<td>Exercise</td>
<td>30%</td>
<td>Week: 12, Day: Friday 21st October, Time: 11.59pm</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Presentation</td>
<td>50%</td>
<td>Week: 14, Day: Monday 31st October, Time: In class</td>
<td>2,3,4</td>
</tr>
</tbody>
</table>

#### Detailed information on assessment tasks

1. **Assignment 1 Image Archive**

   Students must create a one page client brief for a visual media project, and then develop an online image archive of visual research for the project. The brief and images must be accompanied by reflection on the concepts's conceptual development with reference to relevant design principles.

   The brief should be checked with your tutor, but could be a painting, photograph, portrait, fan art, collage, meme, storyboard, or other typical media product in visual culture. The aspects of the brief to be researched might include colour palette, art styles, symbolism, composition, posture, genre, history and so on.

   The marking rubric will be covered in workshops 1 through 4. The assignment must uploaded to a Wordpress account in Week 5, with a url to that account provided in Blackboard.

2. **Assignment 2 Reflection and Exercises**

   Students are required to write a Wordpress blog with 6 entries. Each blog must provide reflections on a week’s course content and completed examples of that week's exercises. Students may choose which 6 weeks they blog about.

   Reflections should include summaries of the readings, lectures and ideas discussed in the workshops, and the activities should demonstrate a basic technical and design skills with available image-making tools, e.g. collages, .gif files and videos made in the workshops using Photoshop, Premiere and so on. Students also should provide some reflection on the creative process and meanings behind their creative output.

   Students will be instructed on how to set-up their blog and provided with the marking criteria in Week 1. The assignment should submitted in Week 12 via a link to Blackboard. However, it is advisable to write your blogs offline and copy and paste them into Wordpress, to avoid losing work.
3. **Assignment 3 Creative Image Project**

Students must write a brief for a visual-based narrative project, develop it, and coordinate with other students to screen them in the last week.

The form of your project may be based on any of the activities covered in the workshops but must be clarified with your tutor. Typical briefs might be: a narrative told through a series of static images; a moving-image artwork; or an interactive visual-based story, submitted as a webpage or an executable file.

All projects must include a 1-2 page brief, akin to that of Assignment 1, as well as reflection on visual research, the design process, and the final outcome. The marking rubric and conceptual criteria will be provided in the Workshop.

The reflection should be submitted to Wordpress along with links to an uploaded version of the project (e.g., a url to Youtube video). However, files too large to be uploaded may be given directly to the tutor in class.

Your assignments will be screened in Week 14.

**Pass requirements**

Students must achieve a grade of at least 50% to pass.

As the final assessment is worth 50%, non-submission of the project will result in a fail incomplete grade being obtained.

Medical certificates are required to substantiate prolonged absence due to ill health etc. Medical certificates should be handed to the school’s Teaching Support Office along with an application for assessment extension.

**Fair assessment through moderation**

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

**Late assessment policy**

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g., a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

**Assessment extension**

A student unable to complete an assessment task by/on the original published date/time (e.g., examinations, tests) or due date/time (e.g., assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or
due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies
A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style
The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)
Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.
Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

Students will be introduced to task-specific software during the unit. Some software is open-source and students are encouraged to procure the software for their own systems if desired, whereas other proprietary/professional software packages may require licences. There is no obligation to purchase any software, as any required software is available on the computers in the Art Media Lab. Students will be granted extended access to the room outside of class time to allow them to work on their projects and assignments.

Students are encouraged to bring their camera-enabled mobile devices to class if possible and to bring an external drive to save and/or transfer projects/files between their own computers and those of the classroom.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

The sequence for this unit was modified to accommodate a new unit coordinator, and content on theories of creativity and data visualisation.

The assessments were modified to incorporate visual archiving and workshop activities, and to allow for a wider range of choice for the final project.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>BEGIN DATE</th>
<th>TITLE</th>
<th>WORKSHOP ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday 1 August</td>
<td>Taming the image - Beyond Reading</td>
<td>1. Semiotics Workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Setup Wordpress for Assignments 1-3</td>
</tr>
<tr>
<td>2</td>
<td>Monday 8 August</td>
<td>Remixologies - Convergence Culture</td>
<td>1. Introduce Project 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Remix Workshop</td>
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<tr>
<td>3</td>
<td>Monday 15 August</td>
<td>Do-It-Your-Selfie - Consuming the Self</td>
<td>1. Selfie Workshop</td>
</tr>
<tr>
<td>4</td>
<td>Monday 22 August</td>
<td>Sane in the Membrane - Creativity in Practice</td>
<td>1. Creativity Workshop</td>
</tr>
<tr>
<td>5</td>
<td>Monday 29 August</td>
<td>TUITION FREE WEEK</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Monday 5 September</td>
<td>CTRL-ing the World - Time, Space &amp; Memory</td>
<td>1. Meme and Memory Workshop</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2. Introduce Project 3</td>
</tr>
<tr>
<td>7</td>
<td>Monday 12 September</td>
<td>Dirty Media: Disruptive Images</td>
<td>1. Disruptive images workshop</td>
</tr>
<tr>
<td>8</td>
<td>Monday 19 September</td>
<td>The Fourth Screen: World Making as Art</td>
<td>1. World-Making Workshop</td>
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<tr>
<td>9</td>
<td>Monday 26 September</td>
<td>TUITION FREE WEEK</td>
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</tr>
<tr>
<td>10</td>
<td>Monday 3 October</td>
<td>Beyond the 4th Wall - Image and Story</td>
<td>1. Video Workshop</td>
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<tr>
<td>11</td>
<td>Monday 10 October</td>
<td>Electric Feel - Algorithmic Art</td>
<td>1. Algorithmic Art Workshop</td>
</tr>
<tr>
<td>12</td>
<td>Monday 17 October</td>
<td>You Broke My Brain - The Art of Visualising Data</td>
<td>1. Project 2 Deadline: Friday 21st October</td>
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<td></td>
<td></td>
<td></td>
<td>2. Data Visualisation Workshop</td>
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<tr>
<td>13</td>
<td>Monday 24 October</td>
<td>The Brain is the Screen - Augmented Reality</td>
<td>1. Virtual/Augmented Reality Workshop</td>
</tr>
<tr>
<td>14</td>
<td>Monday 31 October</td>
<td>A Perfect 5 out of 7 - Screening</td>
<td>1. Project 2 Deadline: Monday 31st October</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Screening and Discussion</td>
</tr>
</tbody>
</table>