ARTS2094

Visual Communication

Semester Two // 2018

School of the Arts and Media // UNSW Arts and Social Sciences

ARTS2094 Semester 2, 2018 published at 19-07-2018 // © University of New South Wales, 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Louise Ravelli	l.ravelli@unsw.edu.au	Monday 3-4 will be my 'drop in' time; no appointment needed. For appointments at other times, please email me.	Webster, 311N	9385 2420

Tutors

Name	Email	Availability	Location	Phone
Joshua Han	joshua.han1@unsw.edu.au	By email	N/A	N/A

School Contact Information

Room 312, level 3 Robert Webster Building

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from%forthcoming class/activity, they should seek permission from the Course Authority, and where applicr expefre 0 0 nt hor

granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Summary of the Course

Subject Area: *Kcbg_* Asjrspc _ Ib Rcaf Imjmew*

Visual communication in contemporary media typically combines a range of resources - written, visual, aural, spatial. We develop a set of techniques and frameworks to analyse these complex texts, especially their visual components. We will consider a range of images and texts across a variety of media platforms, from newspapers, advertisements, magazines, to web sites, and cultural objects. We will develop a 'grammar' for analyzing these texts and the role they play in making meaning, in professional, public and personal contexts.

At the conclusion of this course the student will be able to

1. identify the key principles of a social-semiotic approach to the analysis of visual texts
2. systematically analyse a wide range of contemporary visual texts
3. argue for an interpretation of these texts based on the analysis
4. situate and critique these texts in relation to social, cultural and professional contexts

Teaching Strategies

This course teaches a core set of analytical skills and so extended lecture input is appropriate. Centralized lectures, including use of video components and related learning objects, will be used to map and demonstrate central concepts. At the same time, the analytical tools need to be applied to actual texts, and extended discussion is needed to explore complexities, hence face-to-face tutorial time is essential. Tutorials will be used to practice the application of these concepts to textual analysis and to develop students' abilities to argue for an interpretation based on analysis.

Assessment

There are three assessment tasks to complete. You must complete and hand in all three tasks in order to pass this course. This means that you will fail if you do not hand in one task even if you have a total grade of over 50 from the other two assignments.

You must attend a minimum of 80% of classes (lectures and tutorials) to be regarded as having fulfilled the requirements of the course. A roll will be taken in the lecture and tutorial to record your attendance.

Lectures are not recorded for this course.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Tutorial presentation(20	20%	Not Applicable	N/A
Analysis and Essay(40	40%	29/10/2018 05:00 PM	N/A
In-class test(40	40%	Not Applicable	N/A

Assessment Details

Assessment 1: Tutorial presentation(20

Start date: Not Applicable

Length: 5-7 minutes + slides

Details: Individual presentation of 5-7 minutes.Students receive in-class and written feedback.

Additional details:

Please see Moodle for full details.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 2: Analysis and Essay(40

Start date:

Length: 2000 words (1800 min, 2500 max)

Details: 2000 words (1800 min, 2500 max). This is the final assessment task.Written feedback provided.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 3: In-class test(40

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

- Work submitted 10 to 19 days after the stipulated deadline will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- Work submitted 20 or more days after the stipulated deadline will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also avail0 ‰ry ‰ ‰ ‰

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	LECTURE: MON 23 Our texts: what range of texts will we be considering? Our approach: social semiotics and system networks Our tools: meanings and metafunctions; Our starting points: denotation and connotation. The lecture slides will be here. Lectures are not recorded for this course. READING: *PLEASE MAKE SURE YOU READ THESE BEFORE THE LECTURE* (1) Kress & Van Leeuwen (2006) Chapter 1 (2) Lacey, Nick. 1998 *Gk_ec _lb Pcnpcqclr_rgml8 lcw amlacnrq gl Kcbg_ Qrsbgcq* New York: St Martin's Press [Chapter 2 only] (3) (Optional) van Leeuwen, T. 2005 *Glrpmbsagle Qmag_j Qc kgmrgaq* London: Routledge [I have uploaded pp 37-42 only on 'Connotation', though you will find the whole of the chapter relevant for an understanding of social semiotics more broadly; look for the book in the library.] TUTORIAL: No tutorials this week; tutorials begin next week.
Week 2: 30 July - 5 August	Lecture	LECTURE: 30 July. The Interpersonal Metafunction *The bo]* *ó* *" ó*

		Presenter 2: Also: In-class tutorial exercise: writing up

		READING: (1) Kress & Van Leeuwen (2006) Chap 2 (2) (Optional) Painter, C; Martin, J.R; and Unsworth, L; (2013) *Pc_bgle Tgqs_j L_pp_rgtcq8 Gk_ec ?l_jwqgq md Afgjbpc l%q Ngarspc @mmiq* London, Equinox. [Chapter 3 only] Chapter 3 relates to the representational metafunction. It goes into further - and different - detail from Kress and van Leeuwen, but is worth the effort.] TUTORIAL: Based on Week 6 lecture and readings Presenter 1: Presenter 2: [Presenter 3:]
Week 8: 10 September - 16 September	Lecture	LECTURE: 13 September. The Representational Metafunction: conceptual processes READING: (1) Kress & Van Leeuwen (2006) Chap 3 NB: This is a really TOUGH chapter!! We will focus on the basic distinction between narrative vs conceptual, and within conceptual, betweenlly TOUGH chapt

		apply for Special Consideration to resit. Please see SAM School information on assessment procedures. Please bring PEN/S to the lecture (paper supplied). Please be on tim ed to stay for the duration of the le Please one empty space between and the next p n where possible. You may bring in ONE PA DED) of notes to the exam. oks. Dictiona nly with prior permissio Absolutely NO mobi sonal device e using such a device, purpo will e an automatic ZERO for t NO TUTORIALS THIS WEEK FOR ARTS2094
Week 10: 1 October - 7 October	Lecture	1 OCTOBER; NOT LECTURE TODAY.

		Literature & Verbal Art: Inheritances and Developments in School English Vol 51, No. 2, pp 32-40 (3) (Optional) Macken-Horarik, Mary 2003 "A telling Symbiosis in the Discourse of Hatred: Multimodal News Texts about the "Children Overboard" Affair' *?sqrp_jg_l Pctgcu md ?nnjgcb Jglesgqrgaq* 26 (2): pp1-16 NB: the visual analysis in this paper is relatively simple compared to the more technical framework in Kress and van Leeuwen (though it does use some of that), but it provides a very revealing analysis of a controversial episode in Australia's history. TUTORIAL: Based on Week 11 Lecture and Readings Presenter 1: Presenter 2: NB: PRESENTERS FOR WEEK 12 NEXT WEEK: YOUR PRESENTATION WILL BE BASED ON THE WEEK 11 LECTURE, IE THE DAY BEFORE YOUR PRESENTATION! SO YOU NEED TO BE READY. [Presenter 3:]
Week 12: 15 October - 21 October	Lecture	LECTURE: 15 October Interpretation, foregrounding, writing up. READING: (1) Ravelli, L. (2017) 'Navigating the gap between text and context in visual analysis: foregrounding and intersemiosis' gn D. Almeida (Ed.) New Perspectives on Visual Analysis: From Text to Context, Mercado: Brazil (2) Ravelli, L. 2000 'Beyond shopping: constructing the Sydney Olympics in 3-D text' *Rcvr* 20 (4) pp489-515 Also: Look over the many readings from preceding weeks which give in-depth text analysis, eg Knox, Macken-Horarik, McMurtrie, etc. TUTORIAL: Based on Week 12 lecture and readings Presenter 1: Presenter 2:

		[Presenter 3:]

Resources

Prescribed Resources

The course textbook is G. Kress and T. van Leeuwen (2006) Reading Images: the grammar of visual design London: Routledge (2nd Edition).

This is the seminal book in the field and has produced the framework which we use in the course. It has inspired much further research. You can use this book in print or in electronic format, but you must have access to it.

Recommended Resources

Further reading will be listed on Moodle and available via the 'LEGANTO' library link.

Course Evaluation and Development

Your feedback on the course is gathered periodically, eg via the myExperience survey and informally in class. We take this feedback seriously with a view to acting on it constructively wherever possible. In the past this feedback has been used to, for instance, adjust the sequencing and content of lectures and the nature and weighting of the assignment tasks.

Image Credit

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