

DES205 The Photography Professional

School: School of Business and Creative Industries

2022 | Semester 2

UniSC Sunshine Coast

**BLENDED
LEARNING**

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 usc.edu.au 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 photographic commercialisation, including illustrative advertising methods, studio, stock development, and working to client briefs. You will learn advanced software techniques for compositing images.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|--|-----------|
| BLENDED LEARNING | | | |
| Learning materials – (Asynchronous) Learning Materials | 1hr | Week 1 | 13 times |
| Tutorial/Workshop 1 – Face to face workshop | 2hrs | Week 1 | 10 times |
| Seminar – All cohort seminar | 3hrs | Throughout teaching period (refer to Format) | 2 times |
| ONLINE | | | |
| Learning materials – (Asynchronous) Learning Materials | 1hr | Week 1 | 13 times |
| Tutorial/Workshop 1 – Online Workshop | 2hrs | Week 1 | 10 times |
| Seminar – All cohort seminar | 3hrs | Throughout teaching period (refer to Format) | 2 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 | Apply advanced technical skills to your work in software and studio lighting. | Knowledgeable |
| 3 | Analyse and reflect on personal, social and cultural issues linked to one's own work. | Engaged |
| 4 | Understand the ethical and professional implications of photography and its relationship to image making. | Empowered Ethical |
| 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 [UniSC 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% | 6 high resolution images plus written reflective journal | Week 5 | Online Submission |
| 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: Food Styling Two Ways

| | | | |
|-----------------|--|---|---------------------------|
| GOAL: | Taking photographs of your breakfast has become an Instagram cliché, however successful food photography draws from both still life and conceptual photographic practices. Your task is to conceptualise and create six different food photographs which are suitable for a lifestyle magazine or blog, in both a studio AND a natural light setting. You'll produce three different studio images and three different natural light images of the same base food. The food you select can be of your choosing but should be the same (in concept) in your images. | | |
| PRODUCT: | Artefact - Creative, and Written Piece | | |
| FORMAT: | Submission is 6 high resolution images which showcase your food suitable for a lifestyle magazine or blog.. Your journal should provide details about each of the images and show a scholarly understanding of the genres your work draws upon. | | |
| CRITERIA: | 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 |
| GENERIC SKILLS: | Communication, Applying technologies | | |

All - Assessment Task 2: Creative Advertising Product Photography

| | | | |
|------------------------|---|---|----------------------------------|
| GOAL: | 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. | | |
| PRODUCT: | Artefact - Creative, and Written Piece | | |
| FORMAT: | In teams, you'll need to develop an advertisement from design to final placement. Critically choose images from your photographic session, design the layouts using Photoshop, InDesign or Illustrator. Further details are available via Canvas. | | |
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| | 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. | 1 |
| | 6 | Create imagery based on concept and hone the techniques necessary to showcase personal vision. | 4 |
| GENERIC SKILLS: | Communication | | |

All - 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>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 13 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 Canvas.</p> | | | | | | | | | | | | | | | | | | | | | | |
| CRITERIA: | <table> <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>1</td></tr> <tr> <td>6</td><td>Create imagery based on concept and hone the techniques necessary to showcase personal vision.</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. | 1 | 6 | Create imagery based on concept and hone the techniques necessary to showcase personal vision. | 4 | |
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| 6 | Create imagery based on concept and hone the techniques necessary to showcase personal vision. | 4 | | | | | | | | | | | | | | | | | | | | | |
| GENERIC SKILLS: | Applying technologies | | | | | | | | | | | | | | | | | | | | | | |

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. 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 Canvas 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 DSLR (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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. 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.

10.6. 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 or call 07 5430 1226.

10.7. 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 or call 07 5430 2890.

10.8. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au