



# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	VISUAL CULTURE: AN INTRODUCTION
<b>Course ID:</b>	VCHAT1011
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	VATHR1011
<b>ASCED:</b>	100301

## Description of the Course:

This course introduces students to the study of visual culture. Concepts such as creativity, presentation and mediation will be considered along with an investigation of critical writing and visual critique. The historical and aesthetic characteristics of works of art and design produced during selected artistic periods will be utilised to demonstrate how and why we create, value and engage with art. Students are expected to develop a range of critical, analytical and research skills.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Learning Outcomes:

**Knowledge:**

- K1.** Recognise key historical developments and stylistic contexts of visual forms and visual culture
- K2.** Identify principal methods of analysis employed in the discipline of history and theory of visual culture.

**Skills:**

- S1.** Analyse and appraise formal elements of art and design
- S2.** Interpret an aspect or an issue in visual culture by presenting an argument, marshalling and documenting evidence, and using basic bibliographic skills.
- S3.** Apply an appropriate vocabulary in order to communicate effectively about visual culture.
- S4.** Compare differing interpretations of visual culture

**Application of knowledge and skills:**

- A1.** Research historical and contextual issues influencing the creation and interpretation of visual culture within a particular social and cultural milieu.
- A2.** Critique aspects of visual culture to clearly communicate the manner in which social and cultural factors contributed to their creation and reception.

**Course Content:**

This course introduces students to the study of visual culture. Concepts such as creativity, presentation and mediation will be considered along with an investigation of critical writing and visual critique. The historical and aesthetic characteristics of works of art and design produced during selected artistic periods will be utilised to demonstrate how and why we create, value and engage with art. Students are expected to develop a range of critical, analytical and research skills.

**Values:**

- V1.** Value cooperative and positive learning experiences.
- V2.** Accept a broad range of views and perceptions
- V3.** Promote confidence in utilising cognitive, affective and evaluative skills in respect of visual analysis

**Graduate Attributes**

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor	Development and acquisition of GAs in the course	
	Learning Outcomes (KSA)	Assessment task (AT#)

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, S1, S2, S3, A2	AT1, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	Not applicable	Not applicable
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, S2, S3, S4, A1, A2	AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, S1, S3	Develop capabilities in accessing and utilising information appropriate to the course and the ability to visually analyse objects and works of art.	Portfolio of tasks and exercises	30-40%
K1, K2, S2, S3, S4, A1, A2	Research an issue or theme and articulate an argument in response.	Essay	40-50%
K2, S1, S2, S3, A2	Respond to a set reading in order to identify argument and critique approach.	Report	20-30%

### Adopted Reference Style:

Chicago

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)