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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

# 1. General Course Information

## 1.1 Course Details

<b>COURSE CODE</b>	1515QCA
<b>COURSE TITLE</b>	Thinking through Drawing
<b>ACADEMIC ORGANISATION</b>	QCA Queensland College of Art
<b>TRIMESTER</b>	Trimester 3 2022
<b>MODE</b>	Blended
<b>LEVEL</b>	Undergraduate
<b>LOCATION</b>	Gold Coast, On Campus
<b>CREDIT POINT VALUE</b>	10

## Course Description:

This course examines drawing as a primary mode of observation and communication. Through practical studios, students will be introduced to drawing media and processes, developing a comprehensive portfolio of outcomes and strategies to contribute to their professional design practice. Incompatible with: 1534QCA Creative Visual Strategies

## Assumed Background:

This is a foundation level course with no prerequisites.

This is a core foundation course for Bachelor of Design and Bachelor of Architectural Design students.

Other students interested in exploring problem-solving, research, experimentation, synthesis, communication, and resolution through studio-based drawing practice are encouraged to take this course as an elective.

## 1.2 Course Introduction

This course consists of studio-based drawing workshops and discussion complimented by a series of pre-recorded short-form videos.

Each workshop session will include a range of drawing technique demonstrations, follow along sessions, class discussions, and peer and tutor critique designed to build drawing competence and confidence.

Lectures address a variety of topics from drawing in a professional context, QCA alumni who have forged careers with their drawing ability, and step-by-step demonstrations of drawing techniques. Lectures are designed to be watched as students work through the weekly workshops and set tasks.

In addition to participating in the studio workshops and watching the video lectures, students must undertake self-directed activity toward assignment completion outside of class time. To achieve a high grade, students should aim to demonstrate a solid understanding of all the set drawing techniques; clearly document reflection, iteration, and development; and, extend on the supplied project briefs where appropriate.

Note this course is an updated version of 1534QCA Creative Visual Strategies. If you have already completed 1534QCA do not take this course.

## Previous Student Feedback

The course was perfectly structured where everything was accessible.

Very good at introducing me to more technical and successful drawing methods that will certainly help in future courses. Overall a challenging but engaging and fun course.

Even though I took this class online it was still easy to follow along as if you were in a real classroom.

I enjoyed the variety of drawing techniques presented each week, and the amount of critical thinking required to effectively utilise them to create a resolved outcome.

This course allowed me to expand my way of thinking, making things interesting was never so easy. Overall my drawing skills have improved a lot thanks to this course.

I enjoyed the focus on improvement, not particularly the piece itself. The course really emphasised on building and cultivating drawing skills, as a tool, not to become a distinguished visual artist.

## 1.3 Course Staff

Primary Convenor **APro Dominique Falla**

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**EMAIL**

[d.falla@griffith.edu.au](mailto:d.falla@griffith.edu.au)

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## 1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

## 1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

## 1.6 Technical Specifications

Students will require a selection of drawing tools to complete the course assignments.

A comprehensive list will be provided on Learning@Griffith prior to Week 1 of this course.

## 2. Aims, Outcomes & Graduate Attributes

### 2.1 Course Aims

Drawing is both ancient and relevant today. It is the first tool at our disposal as visual practitioners, in any discipline. This course aims to impart fundamental skills of the craft, but mainly addresses the perceptual and cognitive imperatives of the act of drawing and its relationship to all disciplines.

This course addresses observation of the static and moving human form, defining shape and space, describing volume and mass, detailing iteration and movement, expressing processes and narratives, communicating concepts and ideas, and recreating the perception of structure in space through drawing. It involves two-dimensional, three-dimensional, and four-dimensional thinking.

### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Demonstrate technical proficiencies with drawing media at an introductory level.
- 2 Apply and articulate strategies of observation and the subsequent translation of three-dimensional space and form to the two-dimensional plane, at an introductory level.
- 3 Understand, evaluate and apply design elements and principles fundamental to two- and three-dimensional design practice at an introductory level.
- 4 Engage with diversity of image making practices, for the purpose of visual communication that is relational to media and process.

### 2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities		•	
Culturally capable when working with First Australians		•	
Effective in culturally diverse and international environments	•	•	•

## 3. Learning Resources

### 3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

### 3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

### 3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students include:

**Readings:** From the reading list, students can access Required and Recommended Learning Resources through direct links to articles, ebooks, databases, websites, the Library catalogue and digitised readings in one convenient place. Students can also prioritise their readings, add personal study notes, and export citations.

**Learning@Griffith:** There is a dedicated page for this course at myGriffith.

**Student Support:** Provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

**Careers and Employment:** The team provides Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online

Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree Research (HDR) Career Consultations.

**Library:** The Library provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. The Library works in collaboration with the academic community to achieve academic and research outcomes.

**Student Computing:** The University provides access to common use computing facilities for educational purposes.

[Griffith Information Technology Code of Practice.](#)

**Academic Integrity Tutorial:** This tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

### **Academic Integrity Declaration**

Breaches of academic integrity seriously compromise student learning, as well as the academic quality of the University's programs. All breaches of academic integrity are taken seriously.

**By enrolling in this course and submitting assessment**, I agree that:

- I have read the [Institutional Framework for Promoting Academic Integrity among Students](#) and the [Student Academic Misconduct Policy](#).
- Except where indicated through references/citations, all assessment submitted will be my own work, based on my personal study and/or research.
- I will not collude with another student or person in the production of assessment in this course unless group work and collaboration is an expectation of the assessment item.
- No assessment item has been submitted for assessment in any other course at Griffith, or at any other University or at any other time in the same course without the permission of the relevant Course Convenor.
- I will not copy in part or in whole or otherwise plagiarise the work of other students and/or other persons.
- I will not make any of my assessment in this course available to another student, without the permission of the Course Convenor.
- In the case of online quizzes and examinations, I will only access the materials permitted in the exam instructions and limit my internet usage to what is needed to take the exam.

I accept that should I be found to be in breach of the non-disclosure provision identified above, action will be taken under the [Student Academic Misconduct Policy](#). Penalties may include failing the course or exclusion from the University.

I also **acknowledge** and agree that the course convenor may:

- Give access to assessment to another Griffith staff member for the purpose of marking.
- Submit assessment items to a text-matching service. This web-based service will retain a copy of any assessment item for checking the work of other students but will not reproduce it in any form.
- Use assessment items for the purposes of moderation, or as exemplars, according to University policies.

## 4. Teaching & Learning Activities

### 4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
31 Oct 22	<p><b>Course Lectures (Studio):</b> Pre-recorded lectures address a variety of topics including step-by-step demonstrations of key drawing techniques. Lectures are designed to be watched as students work through the weekly workshops and set tasks.</p> <p>See Learning@Griffith for more detail and video links.</p>	
7 Nov 22	<p><b>Workshop One (Studio):</b> Developing line drawing libraries for future reference. Blind contour, modified blind contour, and cross contour techniques. Still life composition using contour lines.</p>	1, 2, 3, 4
9 Nov 22	<p><b>Workshop Two (Studio):</b> Developing tonal value libraries for future reference. Cross-hatching, stippling, and blended shading techniques. Still life composition using tonal shading.</p>	1, 2, 3, 4
14 Nov 22	<p><b>Workshop Three (Studio):</b> Developing one, two, and three point perspective libraries for future use. Two point perspective of an interior scene.</p>	1, 2, 3, 4
16 Nov 22	<p><b>Workshop Four (Studio):</b> Freehand geometry drawing in perspective. Two point perspective drawing for exterior application.</p>	1, 2, 3, 4
21 Nov 22	<p><b>Workshop Five (Studio):</b> Developing divergent and convergent thinking and techniques for future use. Speculative illustration using found objects and collage.</p>	1, 2, 4
23 Nov 22	<p><b>Workshop Six (Studio):</b> Developing a sketch note reference library. Documenting a spoken lecture into sketch note format.</p>	1, 2, 4
28 Nov 22	<p><b>Workshop Seven (Studio):</b> Data visualisation, journey mapping, and wireframing techniques.</p>	1, 2, 3, 4
30 Nov 22	<p><b>Workshop Eight (Studio):</b> Developing isometric libraries for future use. Documentation and conventions for floor plan drawing. Speculative isometric drawing for interior or exterior application.</p>	1, 2, 3, 4
5 Dec 22	<p><b>Workshop Nine (Studio):</b> Developing iterative and exploded product drawing libraries for future use. Simple and complex box modelling for object construction.</p>	1, 2, 3, 4
7 Dec 22	<p><b>Workshop Ten (Studio):</b> Digital translation and augmentation of scanned drawings using Adobe Photoshop and Adobe Illustrator.</p>	1, 2, 3, 4
12 Dec 22	<p><b>Workshop Eleven (Studio):</b> Drawing application. Group and tutor discussion on progress with the final assessment.</p>	1, 2, 3, 4
14 Dec 22	<p><b>Workshop Twelve (Studio):</b> Drawing application. Group and tutor discussion on progress with the final assessment.</p>	1, 2, 3, 4

## 5. Assessment Plan

### 5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Portfolio - evidence</i> Drawing Portfolio One	27 Nov 22 23:59	35%	100 marks	1, 2, 3, 4	
<i>Portfolio - evidence</i> Drawing Portfolio Two	22 Jan 23 23:59	35%	100 marks	1, 2, 3, 4	
<i>Portfolio - evidence</i> Drawing Application	12 Feb 23 23:59	30%	100 marks	1, 2, 3, 4	

### 5.2 Assessment Detail

**Title:** Drawing Portfolio One

**Type:** Portfolio - evidence

**Learning Outcomes Assessed:** 1, 2, 3, 4

**Due Date:**

27 Nov 22 23:59

**Weight:** 35%**Marked out of:** 100**Task Description:**

Complete a series of drawing tasks demonstrated in weekly workshop studios. All drawing tasks to be scanned/photographed, digitally corrected, collated, and appropriately documented using the supplied Padlet template.

Final submission consists of a PDF export uploaded to Learning@Griffith.

- Drawing Portfolio One consists of all drawing tasks introduced in Workshop One to Workshop Five.
- Drawing Portfolio Two consists of all drawing tasks introduced in Workshop Six to Workshop Ten.

See Learning@Griffith for more information.

**Criteria & Marking:****25% Planning and Development**

- Does the submission include finished drawings for every required exercise?
- Does the submission demonstrate iterative and reflexive development (written and practical) in response to self, peer, and tutor critique?

**25% Creativity and Innovation**

- Does the submission demonstrate creative application of the course content where appropriate?
- Does the submission demonstrate innovation by extending the set briefs where appropriate?

**25% Technical Proficiency**

- Does the submission demonstrate understanding of the required drawing tasks?
- Does the submission demonstrate control of the required drawing tools and techniques?

**25% Gestalt and Resolution**

- Are scanned and/or photographed images sharp, straight, cropped, and digitally corrected where appropriate?
- Is the submission generally free of errors including spelling and grammar?

See Learning@Griffith for more information.

**Submission:** Via the 'Assignments' tool in Learning@Griffith.

**This assessment item:**

- is a school based activity
- is an individual activity
- includes a self assessment activity
- does not have a resubmission provision

**Title:** Drawing Portfolio Two

**Type:** Portfolio - evidence

**Learning Outcomes Assessed:** 1, 2, 3, 4

**Due Date:**

22 Jan 23 23:59

**Weight:** 35%**Marked out of:** 100**Task Description:**

Complete a series of drawing tasks demonstrated in weekly workshop studios. All drawing tasks to be scanned/photographed, digitally corrected, collated, and appropriately documented using the supplied Padlet template.

Final submission consists of a PDF export uploaded to Learning@Griffith.

- Drawing Portfolio One consists of all drawing tasks introduced in Workshop One to Workshop Five.
- Drawing Portfolio Two consists of all drawing tasks introduced in Workshop Six to Workshop Ten.

See Learning@Griffith for more information.

**Criteria & Marking:****25% Planning and Development**

- Does the submission include finished drawings for every required exercise?
- Does the submission demonstrate iterative and reflexive development (written and practical) in response to self, peer, and tutor critique?

**25% Creativity and Innovation**

- Does the submission demonstrate creative application of the course content where appropriate?
- Does the submission demonstrate innovation by extending the set briefs where appropriate?

**25% Technical Proficiency**

- Does the submission demonstrate understanding of the required drawing tasks?
- Does the submission demonstrate control of the required drawing tools and techniques?

**25% Gestalt and Resolution**

- Are scanned and/or photographed images sharp, straight, cropped, and digitally corrected where appropriate?
- Is the submission generally free of errors including spelling and grammar?

See Learning@Griffith for more information.

**Submission:** Via the 'Assignments' tool in Learning@Griffith.

**This assessment item:**

- is a school based activity
- is an individual activity
- includes a self assessment activity
- does not have a resubmission provision

**Title:** Drawing Application

**Type:** Portfolio - evidence

**Learning Outcomes Assessed:** 1, 2, 3, 4

**Due Date:**

12 Feb 23 23:59

**Weight:** 30%

**Marked out of:** 100

**Task Description:**

Complete a collection of drawings extending on the drawing techniques taught in this course.

Students are encouraged to consider future study and career paths when selecting drawing techniques and subject matter. The assignment is designed for students to further develop and specialise in specific drawing techniques suited to their future practice.

In this assignment, students can choose to use digital drawing tools and software if available (i.e. digital tablet).

All drawings to be scanned/photographed, digitally corrected, collated, and appropriately documented using Padlet. Final submission consists of a PDF export uploaded to Learning@Griffith.

See [Learning@Griffith](mailto:Learning@Griffith) for more information.

**Criteria & Marking:**

**25% Planning and Development**

- Does the submission include a variety of drawings techniques appropriate to the selected subject matter?
- Does the submission demonstrate iterative and reflexive development (written and practical) in response to self, peer, and tutor critique?

**25% Creativity and Innovation**

- Does the submission demonstrate creative application of the course content where appropriate?
- Does the submission demonstrate innovation by extending the set assignment where appropriate?

**25% Technical Proficiency**

- Does the submission demonstrate understanding of the required drawing tasks?
- Does the submission demonstrate control of the required drawing tools and techniques?

**25% Gestalt and Resolution**

- Are scanned and/or photographed images sharp, straight, cropped, and digitally corrected where appropriate?
- Is the submission generally free of errors including spelling and grammar?

See [Learning@Griffith](mailto:Learning@Griffith) for more information.

**Submission:** Via the 'Assignments' tool in Learning@Griffith.

**This assessment item:**

- is a school based activity
- is an individual activity
- includes a self assessment activity
- does not have a resubmission provision

## 5.3 Late Submission

**For all courses (other than Honours Dissertation Courses):** Refer to the [Assessment Procedure for Students](#).

**For all Honours Dissertation courses:** Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

## 5.4 Other Assessment Information

**Supplementary Assessment** is not available for this course.

Please see the [Assessment Procedure for Students](#) for more information.

**Final Grades**

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

## 6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

### 6.1 Assessment Related Policies and Guidelines

**University Policies & Guidelines**

The University's policies can be found in the [Griffith Policy Library](#).

Specific assessment policies include:

- [Assessment Policy](#)
- [Assessment Procedure for Students](#)

QCA Queensland College of Art

### Assessment Guidelines

A formal Referencing Style Handbook is available on the [Learning@Griffith](#) course website.

## 6.2 Other Policies and Guidelines

### University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

#### Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

#### Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

#### Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#). Links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health, Safety and Wellbeing Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)
- [Students with Disabilities Policy](#)

## Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

### Learning Outcomes

After successfully completing this course you should be able to:

- 1 Demonstrate technical proficiencies with drawing media at an introductory level.
- 2 Apply and articulate strategies of observation and the subsequent translation of three-dimensional space and form to the two-dimensional plane, at an introductory level.
- 3 Understand, evaluate and apply design elements and principles fundamental to two- and three-dimensional design practice at an introductory level.
- 4 Engage with diversity of image making practices, for the purpose of visual communication that is relational to media and process.

### Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES			
	1	2	3	4
Course Lectures (Studio)				
Workshop One (Studio)	●	●	●	●
Workshop Two (Studio)	●	●	●	●
Workshop Three (Studio)	●	●	●	●



LEARNING ACTIVITIES	LEARNING OUTCOMES			
	1	2	3	4
Workshop Four (Studio)	●	●	●	●
Workshop Five (Studio)	●	●		●
Workshop Six (Studio)	●	●		●
Workshop Seven (Studio)	●	●	●	●
Workshop Eight (Studio)	●	●	●	●
Workshop Nine (Studio)	●	●	●	●
Workshop Ten (Studio)	●	●	●	●
Workshop Eleven (Studio)	●	●	●	●
Workshop Twelve (Studio)	●	●	●	●
ASSESSMENT TASKS				
Drawing Portfolio One	●	●	●	●
Drawing Portfolio Two	●	●	●	●
Drawing Application	●	●	●	●

## Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities		•	
Culturally capable when working with First Australians		•	
Effective in culturally diverse and international environments	•	•	•