SCHOOL OF THE ARTS AND MEDIA

ARTS2094 VISUAL COMMUNICATION
LEC: THURS 12-1.30  ELEC ENGINEERING G24
TUTORIAL: 1.5 HRS, MON OR THURS, AS ARRANGED

@LJRavelli  #arts2094

SESSION 2, 2013

CRICOS Provider no: 00098G
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Course staff
Convenor and Lecturer: Associate Professor LOUISE RAVELLI
• WEBSTER 311N PH: 9385 2420 email: l.ravelli@unsw.edu.au
• Consultation Hour: THURS 1.30-2.30 OR arrange by email
• Course tweet (tweeting? twittering?) @LJRavelli #arts2094

Email communication
You must regularly access your university student email account on a regular basis, this email address is the one with the format z@student.unsw.edu.au. If you use another account, you must set it or set it to redirect mail from the university one. (You can do so at http://www.it.unsw.edu.au/students/zmail/redirect_external.html.)

When contacting the convenor, please include the subject line ARTS2094 and in the body please include your full name, student id number and tutorial identifier (M09A, W09B etc).
(And not: ‘Mel here. I’m in your Monday tute’) I receive emails in the hundreds, so if you don’t provide the correct info, I probably won’t read it, or it will take me ages to work out what it is about. Please try and ask questions in your tutorial: that is the place for it!

**School of the Arts and Media Contact Information**

Room 312, level 3 Robert Webster Building  
Phone: 9385 4856  
Email: sam@unsw.edu.au

**Attendance Requirements**

To pass this course you are required to attend at least 80% of lectures and tutorials. This means you must attend at least 10 of the 12 weeks in the course (Weeks 1-12 for Lectures; Weeks 2-13 for Tutorials) unless specific and formal permission is granted. If attendance is inadequate, you will be liable to receive a UF (unsatisfactory fail) for the course, even if your assessed work is evaluated at 50% or more. Absences of 1-2 weeks (in total) do not need to be explained; you are simply marked absent. (This applies even when there is a medical certificate. A medical certificate does not ‘make up’ for an absence; it just explains it).

Attendance will be taken in tutorials and may be taken in lectures. If you are more than 10 minutes late, you are deemed not to have attended. It is your responsibility to ensure your names has been marked off at each class. If you do not meet the minimum attendance requirement for any reason you may fail the course.

If you experience a prolonged illness or misadventure that prevents you from meeting the 80% attendance requirement you should contact your course convenor immediately. You may be advised to withdraw from the course, or to apply for ‘Special Consideration’, as described in the ‘Essential Info’ Resources and further below. This must be within three days of any relevant assessment date. Please read this information carefully.

Many of you will have significant outside commitments, such as work, caring responsibilities, or internships. As important as all of these are, none of them excuses your attendance at classes, and you need to be organising your commitments accordingly. Each week, in addition to class attendance and assessments, you will need to undertake careful reading and to prepare work in advance for tutorials. Since each course undertaken in your degree program is one quarter of full-time study, you can expect to require around six hours a week for tutorial and assignment preparation, in addition to the three hours a week for the lecture and tutorial i.e. a total of nine hours a week for the course. You need to schedule in this time for your course!

**Essential Information For SAM Students**

Essential Information and SAM assessment policy can be found at this link:  
https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/  
It details the SAM policies and procedures for late assignments and for obtaining assignment extensions. It also contains information about plagiarism and links to useful resources for learning about referencing and essay writing.

**Course details**

Credit Points: 6cp

**Course Summary:**

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, and to explore how they create meanings. We will consider a range of texts, from newspapers, advertisements, magazines, to web sites, and three-dimensional spaces such as shops, museums and galleries. We will consider the ‘grammar’ of these texts, how the different modalities interact, and the role these texts play, especially in professional contexts.
Course aims
The course aims to develop students’ analytical skills in relation to a range of contemporary visual texts, including those which combine aural and spatial dimensions. It aims to use analysis to explore interpretation, and to provide the foundation for critical discussion of visual texts. It aims to locate their analysis and critique of these texts in relation to questions of socio-cultural context, including the special demands placed on contemporary visual texts in professional domains.

This course complements studies in Media and Communication by engaging with semiotic analyses of contemporary media and related visual texts. It will provide a complementary way of analysing and critiquing these texts, and extend students’ skills in critical discussion of these texts.

Student learning outcomes
If you apply yourself in this course, then at its end you should 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 your analysis;
4. situate and critique these texts in relation to social, cultural and professional contexts.

The course should contribute to the development of your graduate attributes, particularly the skills involved in scholarly enquiry; an in-depth engagement with disciplinary knowledge in an interdisciplinary context; the capacity for analytical and critical thinking and the skills of effective communication.

Graduate Attributes
This course should contribute in particular to the development of the following graduate attributes:

1. An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context;
2. The capacity for analytical and critical thinking and for creative problem-solving;
3. The ability to engage in independent and reflective learning;
4. Information literacy: the skills to appropriately locate, evaluate and use relevant information
5. The skills of effective communication.

Rationale for the inclusion of content and teaching approach
This is a challenging course which requires your full participation. Lectures and readings are carefully structured to provide the background you will need to support your learning, and your participation in reading, preparation for tutorials, and the tutorials themselves, will enable you to develop and consolidate your skills. I encourage you to engage in dialogue with me – in lectures, in tutorials, in consultations – and with your peers, to further explore concepts. You will find that the tools we learn are surprisingly relevant to a wide range of contemporary texts which you are likely to be engaging with in your personal, academic and professional lives.

Teaching strategies
• Lectures and course readings for theoretical content and tools of analysis
• Provision of opportunities in tutorials
  • To practice the analytical tools and apply these to texts
  • To clarify and reflect on theory through discussion
  • To gain experience in arguing for text interpretation based on analysis
**Assessment**

In order to pass this course, you must make a serious attempt at ALL assessment tasks. This is a SAM requirement.

<table>
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<tr>
<th>Attendance</th>
<th>You are required to attend 80% of lectures and tutorials. Failure to meet this requirement may result in failure in the course. Please See SAM ‘Essentials’ guide for further details</th>
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| Tutorial Activity: Minor | Interpersonal text analysis  
You will be given a small set of images and asked to describe and interpret these in terms of interpersonal systems. Full details of this assignment will be available in Week 2.  
Due Week 4, Friday 23rd August, 4pm (earlier is fine!)  
Online via Moodle. |
| Learning Outcomes Assessed: | 1, 2, 3, 4 |
| Graduate Attributes Assessed: | 1, 2, 3, 4, 5 |
| Tutorial Presentation: Minor | You will present and analyse texts in relation to a specific question, using readings to support your analysis. Full details to be provided on Moodle. 5-7 minutes (min. and max)  
Week to be arranged |
| Learning Outcomes Assessed: | 1, 2, 3, 4 |
| Graduate Attributes Assessed: | 1, 2, 3, 4, 5 |
| In-class test: major | This will be a short-answer test using provided texts, of around 1 hour, for which you may bring in one page of notes (one page, one-sided; may be hand written or typed). Full details to be provided on Moodle.  
Thursday 10 October; in lec. 12-1.30 |
| Learning Outcomes Assessed: | 1, 2, 3 |
| Graduate Attributes Assessed: | 1, 2, 3, 4 |
| Assignment: Major 2000wds (1800 min; 2200 max). | Essay: text analysis and interpretation  
This is an essay including textual analysis and discussion of one or more multi-modal texts of your choice. 2000 words (+/- 10%). Full details will be on Moodle.  
Friday 8 November, 5pm (earlier is fine!)  
Online via Moodle. |
| Learning Outcomes Assessed: | 1, 2, 3, 4 |
| Graduate Attributes Assessed: | 1, 2, 3, 4, 5 |

**Submission**

The Minor Tutorial Activity and Major Assignment will be submitted online, via the courselink on Moodle. Please attach an electronic cover-sheet to your assignment; this will be available on the assignment upload link at the relevant time.

**Late Submission**

PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN SAM.

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given
a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive 0 marks. Late work will not receive detailed feedback.

**Extension Procedure**
In the case of illness or misadventure you may apply to the Course Convenor for an extension of the due date. Work or family commitments, religious holidays or work due in other courses are not acceptable reasons for extension or Special Consideration requests. Evidence of significant progress in an assessment task must be demonstrated if asking for an extension due to emergency or illness close to the submission date. Extensions must be applied for to the course convenor in advance of the due date and will generally only be granted for a period of 2-3 days or up to 1 week in more serious cases.

**Special consideration**
In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration.

Special consideration is used especially where substantial matters impact your overall engagement with the course, and probably your other courses also. While you should follow the application process described at the url above, please also advise the course convenor (in person or by email) that you are undertaking this procedure. If Student Admin approves the Special Consideration, the course convenor decides what action to take (eg removing the late penalty, etc, as described further in the guidelines). Be advised that this is a lengthy and laborious process, and should be reserved for serious issues only.

For information on Special Consideration please go to this URL: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

**Academic Honesty and Plagiarism**
Plagiarism is a serious academic offence. To learn more about what it is and how to prevent it, please see the Plagiarism Policy within Elise training (via the Library website). The Learning Centre can provide further information found via www.lc.unsw.edu.au/plagiarism

Please note also that your written assessments will be evaluated using Turnitin.

**Resources for students**
(1) **Textbook**: Kress, G. and van Leeuwen, T. Reading Images: the grammar of visual design London: Routledge 2006 2nd Edition (the first edition, 1996, may also be used). An earlier version of this text was published by Deakin University Press in 1990; this version may also be used though 2006/1996 are preferable. This is the seminal textbook in the field and has produced the framework which we use in the course, and which has inspired much related research.

(2) **Readings**: are available online via the Moodle website and through the high-use section of the library. Those noted as ‘set also’ are not compulsory, but useful additional readings and strongly recommended. I very much hope you will take your reading as far as possible; it will truly enhance your understanding of the course.
Additional Reading: Other recommended readings are listed below in the bibliography and can be found in the library/online. Reading beyond the set readings will give you a better understanding of the course concepts, and help you prepare for your assignments. In recent years, extensive resources have been produced using Kress and van Leeuwen’s research, and you will find other resources through library searching of such terms as ‘social semiotics’, ‘multimodality’, ‘multimodal communication’ and so on.

Moodle: Moodle will be the main repository for course information, further assessment details, and updates. Access it via the portal on ‘my.unsw’ (https://my.unsw.edu.au/portal) or go to moodle.telt.unsw.edu.au (http://moodle.telt.unsw.edu.au), and look for ARTS2094 there. Any changes to the course outline will be noted on Moodle and all information on Moodle supercedes the course outline.

Course evaluation and development
- Your feedback on the course is gathered periodically, eg via the Course and Teaching Evaluation and Improvement (CATEI) Process and such feedback is considered carefully 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 of the assignment tasks.

COURSE SCHEDULE

For full details of tutorials, readings and the assessment exercises, see the Moodle website (accessible via your MyUNSW page or moodle.telt.unsw.edu.au). Make sure you check it regularly for updates.

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<th>WK</th>
<th>LEC DATE</th>
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| 1  | 1 August | Introduction:  
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.  
Reading Kress & Van Leeuwen (2006) Chapter 1  
Online: Lacey, N 1998 *Image and Representation [Chapter 2 only]*  
See also See also (online): McMurtrie, R. J. in prep, ‘System networks’ Unpublished manuscript; School of the Arts and Media, UNSW  
Tutorial No tutes this week; tutes begin in Week 2 |
| 2  | 8 August | The Interpersonal Metafunction: interactional systems  
Reading Kress & Van Leeuwen (2006) Chap.4  
Tutorial All: please bring in a hard copy of one two-dimensional visual image (eg an ad, newspic, screen shot from the web, etc) and identify what is denoted in that image and what is connoted. These will be discussed in class.  
We will arrange the tutorial presentations this week also. |
| 3  | 15 Aug | The Interpersonal Metafunction: modality and coding orientation  
See also Online: McMurtrie, Robert J. 2010 ‘Bobbing for Power: an exploration into the modality of hair’ *Visual Communication*, vol. 9, 4: pp. 399-424.  
Tutorial Presenter 1:  
Presenter 2:  
[Presenter 3:] |
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading</th>
<th>See also</th>
<th>Tutorial</th>
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| 4      | 22 Aug New texts and the interpersonal metafunction SITE WALK!: meet outside ‘the Scientia’ at the start of today’s lecture. | Online: Ravelli, Louise J. and Stenglin, Maree (2008) ‘Feeling space: interpersonal communication and spatial semiotics’  
Presenter 2:  
[Presenter 3:] |
|        | Minor Assignment Due Week 4, Friday 23rd August, 4pm (earlier is fine!) |                                                                                             |                                                                                             |----------|
| 5      | 29 Aug The Textual Metafunction: information values, salience, framing, rhythm | Reading                                                                                     | See also                                                                                     | Presenter 1:  
Presenter 2:  
[Presenter 3:] |
|        |                                                                           | See also                                                                                     |                                                                                             |----------|
|        |                                                                           | tba                                                                                         |                                                                                             |----------|
| 6      | 5 Sep New texts and the textual metafunction                              | Reading                                                                                     | See also                                                                                     | Presenter 1:  
Presenter 2:  
[Presenter 3:] |
|        |                                                                           | Online: Ravelli, Louise J. 2006 Chapter 6: Extending the frameworks: understanding exhibitions and museums as texts |                                                                                             |----------|
|        |                                                                           | See also                                                                                     |                                                                                             |----------|
| 7      | 12 Sep The Representational Metafunction: narrative processes              | Reading                                                                                     | See also                                                                                     | Presenter 1:  
Presenter 2:  
[Presenter 3:] |
|        |                                                                           | See also                                                                                     |                                                                                             |----------|
| 8      | 19 Sep The Representational Metafunction: conceptual processes             | Reading                                                                                     | See also                                                                                     | Presenter 1:  
Presenter 2:  
[Presenter 3:] |
|        |                                                                           | See also                                                                                     |                                                                                             |----------|
| 9      | 26 Sep New texts and the representational metafunction                    | Reading                                                                                     | See also                                                                                     | Presenter 1:  
Presenter 2:  
[Presenter 3:] |
|        |                                                                           | Online: Cheong Yin Yuen 2004 ‘The construal of Ideational Meaning in Print Advertisements’ |                                                                                             |----------|
|        |                                                                           | See also                                                                                     |                                                                                             |----------|
| 10     | 30 Sep – 6 Oct ‘Mid’-Semester Break!                                      |                                                                                             |                                                                                             |----------|
|        | 10 Oct PUBLIC HOLIDAY MONDAY 7th: NO TUTORIALS AT ALL THIS WEEK (not Mon, not Thurs) |                                                                                             |                                                                                             |----------|

**TEST In lecture this week on THURSDAY.**
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<td>[Presenter 3:]</td>
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<td>12</td>
<td>Interpretation; foregrounding; writing up</td>
<td>Reading Online: Ravelli, Louise J. 2000 ‘Beyond shopping: constructing the Sydney Olympics in 3-D text’</td>
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<td>13</td>
<td>No lecture this week; tutorials continue as usual, Monday and Thursday</td>
<td>Tutorial Presenter 1:</td>
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<td>[Presenter 3:]</td>
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**Final Assignment Due:** Friday 8 November, 5pm (earlier is fine!). Online via Moodle

**Additional contacts**

- Information on relevant Occupational Health and Safety policies and expectations is outlined at:
  - [http://www.ohs.unsw.edu.au/](http://www.ohs.unsw.edu.au/)
- Student equity and diversity issues are dealt with via Student Equity Officers (Disability) in the Student Equity and Diversity Unit (9385 4734).
- Further information for students with disabilities is available at [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)

**Additional Reading**


_Arnheim, R_ 1956. *Art and visual perception* (London, Faber)

_Baldry, Anthony* (ed). 2000 Multimodality and Multimediality in the distance learning age Palladino Editore Campobasso


_Bell, Philip and Milic, Marco_ 2002 ‘Goffman’s Gender Advertisements revisited: combining content analysis with semiotic analysis’ *Visual Communication* Vol 1 (2): 203-222

Bignell, Jonathan 1997 Media Semiotics: an Introduction Manchester University Press  


Caldas-Coulthard, Carmen and van Leeuwen, Theo 2001 “Baby’s first toys and the discursive construction of childhood” Folia Linguistica 35 (1/2) pp157-1

Callow, J. (Ed.) 1999 Image Matters: visual texts in the classroom  PETA: Newtown  


Cranney-Francis, Anne 1991 'Imaging the writer: the visual semiotics of book reviews' Hecate v.17.2:43-59  

Cranney-Francis, Anne 2005 Multimedia London: Sage  

Cook, Guy 1992 The discourse of advertising London & N.Y., Routledge  

Cope, Bill and Mary Kalantzis (Eds) 2000 Multiliteracies: Literacy Learning and the Design of Social Futures Melbourne: Macmillan 2000  

Culler, Jonathan 1976 Saussure London, Fontana/Collins  


Doyle, Peter “The sociosemiotics of electricity substations” in Social Semiotics 1.1 1991  


Fulton, Helen (Ed.) 2005 Narrative and Media Melbourne: CUP  

Goffman, Erving 1979 Gender advertisements Macmillan  


Hall, Stuart 1997 *Representation: cultural representations and signifying practices* Milton Keynes/London, Open University/Sage


Halliday, M.A.K. 1978 *Language as social semiotic*


Kress, G. 2002 *Literacy in the New Media Age* Routledge


Lassen, I; Strunck, J; and Vestergaard, T. (Eds) 2006 *Mediating Ideology in Text and Image* Amsterdam: John Benjamins


Lemke, J 2002 “Travels in Hypermodality” *Visual Communication* Vol 1 No 3 pp 299-325

Levine, P and Scollon, R. (Eds) 2004 *Discourse and technology: multimodal discourse analysis* Georgetown University Press, Washington

Lewis, D. 2001 *Reading contemporary picture books* Routledge


Nichols, Bill 1981 *Ideology and the image: social representation in the cinema and other media: Chapters 1 & 2*  Bloomington, Indiana University Press


Royce, Terry D and Bowcher, Wendy L. 2007 New Directions in the Analysis of Multimodal Discourse Mahwah, New Jersey: Lawrence Earlbaum Associates

Safeyaton, Alias 2004 “A semiotic study of Singapore’s Orchard Road and Marriott Hotel” in Kay L. O’Halloran (Ed.) Multimodal Discourse Analysis London: Continuum pp55-82 (on Reserve under O’Halloran)


Thomson, E. and White, P. R.R. (Eds) 2008 *Communicating Conflict: Multilingual case studies of the News Media* London: Continuum


Unsworth, L. 2001 *Teaching Multiliteracies across the curriculum* Open University


Ventola, E and; Moya Gujjaro, A. J. (Eds) 2009 *The world told and the world shown : multisemiotic issues* Basingstoke, UK ; New York : Palgrave Macmillan


Witcomb, Andrea 2003 Re-Imagining the Museum: Beyond the Mausoleum London and New York: Routledge