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ARTS2094

Visual Communication

Term Two // 2019

Course Overview

Staff Contact Details

Convenors

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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.

Course Details

Credit Points 6

Summary of the Course

Subject Area: *Media, Culture and Technology*

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.

Course Learning Outcomes

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.

Due to copyright reasons, lectures are not recorded for this course.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Presentation	20%	Not Applicable	2,3
Essay	30%	22/07/2019 10:00 AM	2,3,4
Exam	50%	Not Applicable	1,2,3

Assessment Details

Assessment 1: Presentation

Start date: Not Applicable

Length: 5-7 minutes + slides

Details: Feedback via Turnitin.

Additional details:

Please see Moodle for full details.

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

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

Assessment 2: Essay

Start date: Not Applicable

Length: 1500 words

Details: 1500 words. Feedback via Turnitin.

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 3: Exam

Start date:

Details: Exam. Graded only.

Additional details:

Exam will be centrally scheduled during the exam block 16-31 August.

You may bring in ONE PAGE (A4, **SINGLE SIDED**) of notes to the exam. You can hand write, draw, or type this page. You may use black and white or multicolour. You may write in any size font.

No books. Dictionaries only with prior permission.

Absolutely NO mobile/personal devices. Anyone using such a device, for any purpose, will receive an automatic ZERO for the test.

Turnitin setting: This is not a Turnitin assignment

Attendance Requirements

1: LECTURES: Students are strongly encouraged to attend all LECTURES. Lectures will include interactive discussion which will enable students to engage with the course learning outcomes. Please note that due to copyright reasons, lecture recordings are not available for this course. It is students' responsibility to catch up on any missed content, eg via reading.

2: TUTORIALS: Students must attend a minimum 80% of TUTORIALS. If you fail to attend a minimum 80% of tutorials, you may be failed in the course. In tutorials you will actively engage with core course content that will enable you to demonstrate attainment of Course Learning Outcomes 1-4, through discussion, questions, and practice analysis.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Lecture	<p>4 JUNE</p> <p>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.</p> <p>Lectures are not recorded for this course.</p> <p>READING: PLEASE MAKE SURE YOU READ THESE BEFORE THE LECTURE Even if you don't understand a lot of it, reading before the lecture will help you make more sense of the lecture content. You can then revisit the reading after the lecture.</p> <p>(1) TEXTBOOK: Kress & Van Leeuwen (2006) Chapter 1.</p> <p>(2) LEGANTO (link via Moodle): Lacey, Nick. 1998 <i>Image and Representation: Key concepts in Media Studies</i> New York: St Martin's Press [Chapter 2 only]</p> <p>(3) (Optional) LEGANTO (link via Moodle): van Leeuwen, T. 2005 <i>Introducing Social Semiotics</i> 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.]</p>
	Tutorial	TUTORIALS BEGIN THIS WEEK. Attendance,

		<p>introductions, overview of assessment, allocation of presentations, review of first concepts.</p> <p>ALL: Please have ready for the tutorial a soft or hard copy of a two-dimensional image which you find interesting (unusual, appealing, effective, beautiful...). We will explore the denotations and connotations of these.</p>
Week 2: 10 June - 14 June	Lecture	<p>11 JUNE. The Interpersonal Metafunction: key systems</p> <p>READING: PLEASE MAKE SURE YOU READ THESE BEFORE THE LECTURE</p> <p>(1) TEXTBOOK: Kress & Van Leeuwen (2006), Chapter FOUR.</p> <p>(2) LEGANTO (link via Moodle): McMurtrie, R.J. (2015) Towards a Grammar of System Networks, in A Archer and E Breuer (Eds) <i>Multimodality in Writing: the state of the art in theory, methodology and pedagogy</i>. Leiden: Brill, 87-116.</p>
	Tutorial	<p>Modelling tutorial presentations; questions and discussion, review of concepts and reading; practice analyses and practice writing-up.</p>
Week 3: 17 June - 21 June	Lecture	<p>11 June. The Interpersonal Metafunction: modality and coding orientation; and extending modality to new texts.</p> <p>READING: PLEASE MAKE SURE YOU READ THESE BEFORE THE LECTURE</p> <p>(1) Kress & Van Leeuwen (2006) Chapter FIVE; and ALSO pp232-235</p> <p>(2) LEGANTO (link via Moodle): Ravelli, L. and van Leeuwen, T. (2018). Modality in the Digital Age. <i>Visual Communication</i>, 17.3, pp277-297.</p> <p>(3) LEGANTO (link via Moodle): McMurtrie, Robert J. 2010 'Bobbing for Power: an exploration into the modality of hair' <i>Visual Communication</i>, 9.4: pp. 399-424. <i>Please note:</i> this article will be a big jump</p>

		<p>in terms of level of difficulty, and it will seem strange in terms of the focus (hair?????), but it will be well worth it, and will show you the potential applications of this approach.</p> <p>(4) (Optional): LEGANTO (link via Moodle): Another paper which touches on modality is the following: Unsworth, L. 1999 "Explaining School Science in Book and CD Rom Formats: Using Semiotic Analyses to Compare the Textual Construction of Knowledge" International Journal of Instructional Media, Vol. 26 pp159-179. It covers all the metafunctions, including the interpersonal, in relation to their representation in school science and is a good overview of the whole approach. It's a good one to come back to as the course progresses.</p>
	Tutorial	<p>Based on WEEK 3 lecture and readings (ie current week).</p> <p>- Questions and discussion, review of concepts and reading; practice analyses and practice writing-up.</p> <p>PRESENTATIONS: Based on WEEK 2 lecture and readings (ie previous week).</p>
Week 4: 24 June - 28 June	Lecture	<p>25 June. The Textual Metafunction: information values, salience, framing, rhythm</p> <p>READING: PLEASE MAKE SURE YOU READ THESE BEFORE THE LECTURE</p> <p>(1) Kress & Van Leeuwen (2006) Chapter SIX</p>
	Tutorial	<p>Based on WEEK 4 lecture and readings (ie current week).</p> <p>- Questions and discussion, review of concepts and reading; practice analyses and practice writing-up.</p> <p>PRESENTATIONS: Based on WEEK 3 lecture and readings (ie previous week).</p>
Week 5: 1 July - 5 July	Lecture	<p>16 July. New texts and the textual metafunction</p> <p>READING: PLEASE MAKE SURE YOU READ THESE BEFORE THE LECTURE</p> <p>(1) LEGANTO (link via Moodle): Kress, G. and Van Leeuwen, T. 1998 'Front pages: (The Critical) Analysis of Newspaper Layout' in A. Bell and P. Garrett (Eds) <i>Approaches to Media Discourse</i> Oxford: Blackwell pp186-219</p>

		<p>(2) LEGANTO (link via Moodle): Knox, J. 2007 "Visual-verbal communication on online newspaper home pages" <i>Visual Communication</i> 6.1; pp19-53</p> <p>(3) (Optional): LEGANTO (link via Moodle): Coffin, C. and Derewianka, B. 2009 "Multimodal layout in school history books: the texturing of historical interpretation" in G. Forey and G. Thompson (Eds) <i>Text type and Texture</i> London: Equinox pp191-215</p>
	Tutorial	<p>Based on Week 5 lecture and readings (ie current week).</p> <p>- Questions and discussion, review of concepts and reading; practice analyses and practice writing-up.</p> <p>PRESENTATIONS: Based on WEEK 4 lecture and readings (ie previous week).</p>
Week 6: 8 July - 12 July	Lecture	<p>9 July. The Representational Metafunction: narrative processes</p> <p>READING: PLEASE MAKE SURE YOU READ THESE BEFORE THE LECTURE</p> <p>(1) Kress & Van Leeuwen (2006) Chapter TWO</p> <p>(2) (Optional) LEGANTO (link via Moodle): Painter, C; Martin, J.R; and Unsworth, L; (2013) <i>Reading Visual Narratives: Image Analysis of Children's Picture Books</i> London, Equinox. [Chapter 3 only] Chapter 3 relates to the representational metafunction. It goes into further - and slightly different - detail from Kress and van Leeuwen, but is worth the effort.]</p>
	Tutorial	<p>TUTORIAL: Based on Week 6 lecture and readings (ie current week).</p> <p>- Questions and discussion, review of concepts and reading; practice analyses and practice writing-up.</p> <p>PRESENTATIONS: Based on WEEK 5 lecture and readings (ie previous week).</p>
Week 7: 15 July - 19 July	Reading	<p>THIS IS YOUR READING WEEK. NO LECTURE AND NO TUTORIALS THIS WEEK.</p> <p>YOUR ESSAY WILL BE DUE MONDAY 22ND JULY, 10AM.</p>

		<p>WITH ANY EXTRA TIME, YOU SHOULD BE GETTING AHEAD ON THE READING FOR NEXT FEW WEEKS (SOME OF IT IS TOUGH!) AND PREPARING YOUR SUMMARIES FOR THE FINAL EXAM.</p>
Week 8: 22 July - 26 July	Lecture	<p>23 July. The Representational Metafunction: conceptual processes</p> <p>READING: PLEASE MAKE SURE YOU READ THESE BEFORE THE LECTURE</p> <p>(1) Kress & Van Leeuwen (2006) Chapter THREE</p> <p>NB: This is a really TOUGH chapter!! We will focus on the basic distinction between narrative vs conceptual, and within conceptual, between analytical, classificational and symbolic. We will not go to the same level of delicacy (degree of detail) as Kress and van Leeuwen.</p> <p>(2) LEGANTO (link via Moodle): Bell, Philip and Milic, Marco 2002 Goffman's <i>Gender Advertisements</i> revisited: combining content analysis with semiotic analysis', <i>Visual Communication</i>, 1:2, pp203-222</p> <p>(3) Optional LEGANTO (link via Moodle):Macken-Horarik, Mary 2003 "A telling Symbiosis in the Discourse of Hatred: Multimodal News Texts about the "Children Overboard" Affair' <i>Australian Review of Applied Linguistics</i> 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.</p>
	Tutorial	<p>Based on Week 8 lecture and readings (ie current week).</p> <p>- Presentations, questions and discussion, review of concepts and reading; practice analyses and practice writing-up.</p> <p>PRESENTATIONS: Based on WEEK 6 lecture and readings. (ie two weeks back)</p>
Week 9: 29 July - 2 August	Lecture	<p>30 July. (A) New texts and the representational metafunction. (B) Visual-verbal relations</p>

		<p>READING: PLEASE MAKE SURE YOU READ THESE BEFORE THE LECTURE, and note there are readings for both parts (A) and (B).</p> <p>(A)</p> <p>(1) LEGANTO (link via Moodle): McMurtrie, R. 2017. <i>The semiotics of movement in space: a user's perspective</i>, London and New York: Routledge [pp173-194 only]</p> <p>(2) LEGANTO (link via Moodle): Ravelli, L. 2016. Using a model of verbal art to analyse the visual: analyzing multimodal texts in secondary English, in B. Exley and G. Collins (Eds), <i>English in Australia</i>, Special Issue: Linguistics, Literature & Verbal Art: Inheritances and Developments in School English Vol 51, No. 2, pp 32-40</p> <p>(3) Optional: LEGANTO (link via Moodle): Almeida, Danielle. 2009 'Where have all the children gone? A visual semiotic account of advertisements for fashion dolls.' <i>Visual Communication</i> 8(4): 481-501</p> <p>(B)</p> <p>(1) LEGANTO (link via Moodle): Barthes, R. 1977. <i>Image-Music-Text</i>, London: Fontana. [pp37-41 only]</p> <p>(2) Optional: LEGANTO (link via Moodle): Caple, H. and Bednarek, M. 2010. Visual-verbal communication on online newspaper homepages, <i>Visual Communication</i> 6(1), pp19-53.</p>
	Tutorial	<p>Based on Week 9 lecture and readings (ie current week)</p> <p>- Questions and discussion, review of concepts and reading; practice analyses and practice writing-up.</p> <p>PRESENTATIONS: Based on WEEK 7 lecture and readings. (ie two weeks back)</p>
Week 10: 5 August - 9 August	Lecture	<p>6 August. Conclusion: wrapping up, tidying up, summing up. Oh yes, and foregrounding (the missing link).</p> <p>READING: PLEASE MAKE SURE YOU READ THESE BEFORE THE LECTURE</p> <p>(1) LEGANTO (link via Moodle): Ravelli, Louise</p>

		<p>(2017) Navigating the gap between text and context in visual analysis: foregrounding and intersemiosis, in D. Almeida (Ed.) <i>New Perspectives on Visual Analysis: From Text to Context</i>, Mercado: Brazil, pp 19-36.</p> <p>(2) LEGANTO (link via Moodle): Ravelli, Louise (2000) Beyond shopping: constructing the Sydney Olympics in 3-D text, <i>Text</i> 20 (4) pp489-515.</p> <p>(3) (Optional): LEGANTO (link via Moodle): Jewitt, C., and Oyama, R. (2001) "Visual meaning: a social semiotic approach" in T. van Leeuwen and C. Jewitt (Eds) <i>Handbook of Visual Analysis</i> London: Sage pp 134-156 (The chapter provides a succinct overview of the whole approach of Kress and van Leeuwen. It's useful for reviewing all the metafunctions.)</p>
	Tutorial	<p>Based on Week 10 lecture and readings (ie current week).</p> <p>- Questions and discussion, review of concepts and reading; practice analyses and practice writing-up.</p> <p>PRESENTATIONS: Based on WEEK 8 lecture and readings. (ie two weeks back)</p>
Week 11: 12 August - 16 August	Assessment	<p>The exam will be centrally scheduled somewhere within the exam block 16 and 31 August.</p> <p>You may bring in ONE PAGE (A4, SINGLE SIDED) of notes to the exam. You can hand write, draw, or type this page. You may use black and white or multicolour. You may write in any size font.</p> <p>No books. Dictionaries only with prior permission.</p> <p>Absolutely NO mobile/personal devices. Anyone using such a device, for any purpose, will receive an automatic ZERO for the test.</p>

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

Additional readings will be placed in the 'Leganto' Library link on the course Moodle page.

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. We will be particularly interested in your feedback on this first iteration of the 10-week term.

Submission of Assessment Tasks

Submission of Assessment Tasks

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.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

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 includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- 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>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- 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/>

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