

Assignment 1: How to

Faculty Name:	Humanities
Module Code:	ACHG100/ ACVL100
Module Name:	History of Graphic Design 1/ Visual Literacy 1
Module Leader:	Bianca Le Cornu
Internal Moderator:	Daandrey Steyn
Copy Editor:	Bianca Le Cornu
Total Marks:	100
Submission Date:	Semester 1, Week 8 (1 April - 5 April 2019)

This module is presented on NQF level 6.

Late assignments will not be accepted.

This is an individual assignment.

This assignment contributes 10% towards the final mark.

Instructions to Students

- Remember to keep a copy of all submitted assignments.
- All work must be typed and submitted digitally.
- Please note that you will be evaluated on your writing skills in all your assignments.
- All work must be submitted through Turnitin¹ via MyLMS (unless otherwise stated).

¹ Refer to the PIHE Policy for Intellectual Property, Copyright and Plagiarism Infringement, which is available from your lecturer.

- Each assignment must include a cover page, table of contents and full bibliography, based on the referencing method applicable to your faculty as applied at Pearson Institute of Higher Education.
- Use the cover sheet template² for the assignment. This is available from *myLMS*. Students are not allowed to offer their work for sale or to purchase the work of other students. This includes the use of professional assignment writers and websites, such as Essay Box. If this should happen, Pearson Institute of Higher Education reserves the right not to accept future submissions from a student.

Assignment format

Students must follow the generic requirements when writing and submitting assignments as follows:

- Use standard Arial, font size 10.
- Include page numbers.
- Include a title page.
- Write no less than the minimum word limit.
- Ensure any diagrams, screen shots and PowerPoint presentations fit correctly on the page and are referenced.
- Include a table of contents.
- Use accurate referencing method throughout the assignment.
- Include a bibliography based on the applicable referencing method at the end of the assignment.
- Include the completed Assignment/Project Coversheet (available on *myLMS*).
- Check spelling, grammar and punctuation.
- Run the assignment through the Turnitin software.

² Available on *myLMS*.

Essential Embedded Knowledge and Skills Required of Students

- Report-writing skills
- Ability to analyse scenarios/case studies
- Understanding of subject field concepts and definitions
- Ability to apply theoretical knowledge to propose solutions to real-world problems
- Referencing skills

Resource Requirements

- A device with Internet access for research
- A desktop or personal computer for typing assignments
- Access to a library or resource centre
- Prescribed reading resources

Delivery Requirements (evidence to be presented by students)

- A typed assignment³ submitted through Turnitin via *myLMS*.

Minimum Reference Requirements

At least five references for first year, ten references for second year and fifteen references for third year.

Additional reading is required to complete this assignment successfully. You need to include the following additional information sources:

- Printed textbooks/e-books
- Printed/online journal articles
- Academic journals in electronic format accessed via PROQUEST or other databases
- Periodical articles (e.g. business magazine articles)
- Information or articles from relevant websites
- Other information sources, e.g. geographic information (maps), census reports, interviews, etc.

³ Refer to the Conditions of Enrolment for more guidance (available on *myLMS*).

Note

- It is crucial that students reference all consulted information sources, by means of in-text referencing and a bibliography, according to the applicable referencing method.

Assessment Criteria

The following criteria are assessed in this assessment:

- Unpack a topic
- Develop research skills such as collecting, organising, classifying, synthesising
- Process and blend diverse information
- Think, evaluate and judge different types of data
- Demonstrate understanding and application of systemic thinking
- Demonstrate understanding and application of integral thinking
- Develop the habit of self-reflection, considering and justifying decision making
- Understand the critical role of designers as communicators, gatekeepers, curators, creative leaders and reformers

Section A

Learning Objective

The main objective of this assignment is for the first-year student to build their knowledge and competency in research and research methodology. This skill is vital in all theory and practical work and can assist the student in many areas of expertise. This will be displayed in a series of exercise geared towards teaching the first-year students various skills in how to research from the start to the end. This brief is by no means an advanced one and will simply provide the beginning stages for students to continue to develop in order to become successful researchers in their fields.

Assignment Topic

To fully succeed as a designer in the 21st century, we need to be willing to look back to the past and to use both the historic and modern information to prove certain aspects within designs. While Graphic Design is predominantly a practical experience and career choice, the desire for academic designers is becoming a growing need in society, as designers are used in various fields to assist in solving some of the world's greatest issues. For this reason, it is becoming more imperative for designers to understand research and research methodology from the onset of their burgeoning careers.

Scope

The scope of this assignment encompasses the foundations of research and essentially deals with the concept of 'how to research' so that students can continue to develop these skills in their ACHG100 module as well as other modules.

After the completion of each exercise, the student is to place these into a file/ folder and once complete, they are to submit the entirety of the exercises as a completed Assignment 1.

The following exercises will be completed:

1. Choosing a topic
2. Is a topic viable? i.e. Is the literature easy to understand and available?
3. Brainstorming
4. Keywords
5. Defining a topic

6. Research further
7. Setting up a template
8. Writing
9. Analysing
10. Referencing and Bibliography

The above exercises will help you to ask the same questions for any topic you may choose or be given.

Exercises:

Students will be required to complete 10 exercises as found below. Ideas sourced from various resources including: [MFlint](#), [University of Washington Youtube](#) and [DePaul University](#):

1. Choosing a topic

Exercise 1: Consider a topic to write about that has to do with Graphic Design. It could be anything; a subject you are interested in, an artist you admire, a technique you think you could learn about.

Choose 5 topics and write a paragraph about each of those topics with the information in your head and nothing else. Do not cheat by going to Google or locating a book in the resource centre. See how much you can write (from your own mind) about each of the 5 topics you have chosen.

Based on this short exercise, discuss whether you were surprised that you knew so much about certain topics and then decide which topic you will carry on with into exercise 2. This might be a topic you are already finding easy and already have lots of information because of an interest you have in the topic.

The following questions from MFlint university could help you get ideas for a topic:

- Do you have a strong opinion on a current social or political controversy?
- Did you read or see a news story recently that has piqued your interest or made you angry or anxious?
- Do you have a personal issue, problem or interest that you would like to know more about?

- Do you have a research paper due for a class this semester?
- Is there an aspect of a class that you are interested in learning more about?

(The University of Michigan-Flint, 2018)

2. Is a topic viable? i.e. Is the literature easy to understand and available?

Exercise 2: Having chosen a topic from Exercise 1, you are to start looking for information on that topic in various places:

Websites:

Your first task will be to use Google to find information on your topic. Type your topic into the Google search bar and write down the names of all the websites on page one that it gives you.

Go to each of those websites and decide which ones would really help you and which ones would not – explain why you feel this way in 1 or 2 sentences.

Choose the 3 best sources from page 1 and write them down – explain how the information on these 3 pages can help you in your research.

Journal articles:

Please go to one of the following sites (or all of them) and find 3 articles that relate to your topic well (*Be sure to copy the link, page details and author of all your chosen articles*):

- [PROQUEST](#)
- [National Endowment for the Humanities](#)
- [EBSCO](#)
- [DAAI: Design and Applied Arts Index](#)
- [AIGA Design Archives](#)
- [DOAJ](#)
- [CORE](#)

(libguides.sjsu.edu, 2018)

Film and video:

Find at least one video or film that can assist you with research into your topic. You can use online resources such as [Youtube](#) EDU or [Vimeo](#) to find relevant research, or you can search Google for video databases that may assist.

Once you have found the video that you would like to use, be sure to take note of the name, the link where it was found, the producer and any other relevant information, as well as the time section you are interested in when you quote from it in your research.

Books:

Visit a library, a resource centre or borrow a friend's book that has to do with your topic. Find at least 3 items of interest in that book and make a note of what page you found it on, along with author information, dates of publication, chapter names etc. The items of interest could be anything, from a quote to a fact to an image. Be sure that they are relevant to your topic.

Interviews:

Is there someone you can talk to about this research? Do you know a professional who can assist you? Do you have someone who can help with their insight?

Speaking to people about your topic and research can lead to very important information transfer – and this is made better if you talk to a professional in the field of your topic interest e.g. you are interested in Graffiti in Johannesburg; find a graffiti artist to interview!

Find one person to interview. Ask for permission to record the interview with your phone or camera and get this in writing. Produce a short questionnaire to help you remember what you want to ask and know. Be sure to ask relevant questions that will lead to answers you can use in your research.

If you are unsure of how to structure an interview or questionnaire, you can find a few pointers below (extracted from K Wheeler's Edu Web page):

1. When you first contact the interviewee, explain who you are, why you want to talk to them, and what you wish to find out. Make yourself clear from the start.

2. The interviewees should have an idea of the type of questions you will ask them as well as the length of the interview. This will help them prepare themselves for the interview.
3. Arrange for a time to meet the interviewee either via phone, in person or via an online exchange (email or chat). If you meet face-to-face, choose a location that is public with few distractions. Many interviewees will prefer to meet at their own offices or location where they feel most comfortable.
4. Ask to obtain permission (in writing) to quote, cut-and-paste responses or to use a recording of the interviewee.

The following can be used as a basic permission slip to be used:

"I [respondent's name] hereby give my permission for [student's name] to interview me and quote my responses in a scholarly research paper. I understand that this research paper will be submitted to a lecturer at Pearson Institute of Higher Education. I understand that I waive any claim to copyright to this material should the student ever publish it in a scholarly journal or in electronic format online. I understand that the author [will / will not] maintain my anonymity as a part of this interview. I hereby give my permission in the form of my signature below."

Signature _____ Date _____

5. Types of questions to consider:

- Ask only one question at a time.
- Attempt to remain as neutral as possible; avoid responses and language that will make the interviewee feel uncomfortable.
- Use non-committal body language, such as nodding.
- Don't let the respondent stray to another topic; steer them back to the topic at hand with your questions.

- Phrase your questions in such a way as to ensure an open-ended response.
- Keep questions neutral in tone.
- Word the questions clearly. Make them concise.
- Ask intelligent questions that are relevant to the field of enquiry.
- Use caution when asking "why" questions. Some interviewees may feel uncomfortable having to prove themselves.
- When you are done and have found some time alone, go over your notes and make any additions while the information is still fresh in your mind.
- Do not forget to send a thank you email to your interviewee for assisting you.
- Use the pertinent aspects in your research paper.
- Remember to cite your interview and include in your bibliography.

(Wheeler, 2018)

3. Keywords

Exercise 3: Now that you have found lots of information from various sources, it is time to take the knowledge you have gained and to consider all the keywords associated with the topic. You may have been researching *Graffiti* but you can find more information if you start to think of the keywords associated with *Graffiti* e.g. spray paint techniques, city art, angels, Banksy, etch etc. The keywords will also help you to focus on finding the right information when reading for more information on your topic. When you scan your work, you will be able to concentrate on the keywords that you have chosen and find information easier.

Find 20 keywords that you associate with your chosen topic.

4. Brainstorming

Exercise 4: Now that you have found lots of information from various sources, as well as a plethora of keywords, it is time to take all of this and to brainstorm which angle you want to use in order to discuss the topic you have chosen. The reason we brainstorm ideas is to start honing in our topic so that it is not too big and large that you are unable to answer it properly.

Create a page of brainstorming where you start to circle similar or connected ideas. This will assist you in the next exercise where you have to define the final topic (research question).

5. Defining a topic

Exercise 5: Up until now you have chosen a topic but having a topic is not good enough insofar that it will be incredibly broad to try and answer. For this reason, it is imperative that you define your topic through the development of a focused research question. This helps us to focus on one area of the topic so that it can easily be answered through dedicated research. MFlint shows the following as an example:

“You will often begin with a word, develop a more focused interest in an aspect of something relating to that word, then begin to have questions about the topic.

For example:

Ideas = Frank Lloyd Wright or modern architecture

Research Question = How has Frank Lloyd Wright influenced modern architecture?

Focused Research Question = What design principles used by Frank Lloyd Wright are common in contemporary homes?”

(The University of Michigan-Flint, 2018)

As you can see, the idea (topic) would have been too broad but the research question allowed us to hone into one area which would have been easier to answer. This is further

improved by focusing on a specific area within the research question, thereby providing a dedicated route of reasoning.

Develop 3 possible Focused Research Questions based on your topic and then decide on one with the help of your lecturer to continue your research journey.

6. Research further/ find the opposite of what you believe in

Exercise 6: Now that you have a focussed research question, start by seeing if your initial research still fits and then continue to find relevant research that focuses on your final question. Be sure to make notes of where you found the research and keep notes on this either in hard copy or digital format to easily access this information when you need it. When you start to work on larger research projects you can use programs to assist you with cataloguing your research.

One of the important aspects of research that people forget to consider is the aspect of looking at all sides of a topic and/ or argument. In order to think critically and engage with a topic, one should always look at the topic from all sides.

Find 2 articles or points of research that disagree/ go against what you believe and take note of these.

7. Setting up a template

Exercise 7: Now that you have a lot of information to work with, it is time to set up a template in Word. Your lecturer will find time to assist you in learning how to do this and you will set up a template in-class. Layout, referencing and reviewing panels will be discussed in detail. This template will be used to populate a 2-5-page essay that you will be writing based on all the research you have been busy with.

8. Writing

Exercise 8: Begin writing and populating your paper with information. Be sure to remember the rules of the introduction, body and conclusion. Your lecturer will remind you of these and what each section should be doing within the holistic view of your research.

9. Analysing

Exercise 9: Once you have written everything and populated your template, it is time to analyse the text. This is the moment to ensure that you have included the relevant information that strengthens your ideas/ argument, that you have a good mix of own thought vs. found research and that you have used in-text referencing. This is also the time to ensure you have not littered your paper with *sweeping statements*; this can be avoided by fact-checking all opinions to ensure they are not simply, opinions. This is also the opportunity to ensure you have not plagiarised through direct, self, mosaic or accidental plagiarism.

10. Referencing and Bibliography

Exercise 10: If you have used your template correctly, your content sheet, bibliography and list of figures will populate automatically. However, this is still the time to ensure that all your references are available and written in the correct format as based on the Writing Skills guide found on MyLMS

Technical Aspects

Students will be required to complete 10 exercises (preferably typed) and submit these as a portfolio for evidence titled, "Assignment 1: How to". This assignment should be submitted digitally either directly to the lecturer or via MyLMS. Please ensure that you know where to submit beforehand and how to submit in the correct format.

Marking Criteria

You will be marked on the following criteria (**See Rubric on page 15**)

- Evidence of detailed research and evaluation of data from various reliable sources
- Preparation according to the guidelines provided
- Skilled application of relevant sources including explanations of why particular factors
- are relevant to who you are as a character and how this fits into the theme and your
- cultural heritage.
- Originality - evidence of your own ideas and analysis
- Plagiarism is a very serious matter and if any part of your report is found to be plagiarised you risk a zero grade

Bibliography

- libguides.sjsu.edu. (2018, January 31). *Design*. Retrieved from libguides.sjsu.edu:
<https://libguides.sjsu.edu/design>
- The University of Michigan-Flint. (2018, January 12). *HOW TO SELECT A RESEARCH TOPIC*. Retrieved from The University of Michigan-Flint:
<https://www.umflint.edu/library/how-select-research-topic>
- Wheeler, D. (2018, January 11). *Conducting an Interview*. Retrieved from web.cn.edu:
<https://web.cn.edu/kwheeler/researchassignment3.html>

Section B

History of Graphic Design 1

Assignment 1: How to

Student Name:

Date:

Section	Marking and evaluation Criteria	Mark Allocation
Requirements	<ul style="list-style-type: none"> Adherence to set criteria. Deadlines met? 	20
Presentation, Design and Layout	<ul style="list-style-type: none"> Neat Use of headings Paragraphs Images 	10
Exercise 1 - 10	<ul style="list-style-type: none"> Completed exercises successfully – implementation of learned concepts/ relevant resources and examples. Submitted as expected. Used own opinion and knowledge as well as researched aspects as and when required <p>The aforementioned is applicable to each exercise</p> <ol style="list-style-type: none"> Choosing a topic Is a topic viable? i.e. Is the literature easy to understand and available? Brainstorming Keywords Defining a topic Research further Setting up a template Writing Analysing Referencing and Bibliography 	10 (5 x 10)
Communication and Language skills	<ul style="list-style-type: none"> Can compile and communicate research and findings clearly in own words 	15

Referencing skills and Harvard Method	<ul style="list-style-type: none"> • List of references: overall correct method and balance of sources • In text referencing and image details Alphabetical list of references • Correct referencing for different sources • Number and quality of works consulted 	<p style="text-align: center;">5</p>
<p style="text-align: center;">Total</p>	<p style="text-align: center;">out of 100 marks</p>	<p style="text-align: center;">%</p>

Feedback:

Section C

Plagiarism and Referencing

Pearson Institute of Higher Education places high importance on honesty in academic work submitted by students and adopts a policy of zero tolerance on cheating and plagiarism. In academic writing, any source material e.g. journal articles, books, magazines, newspapers, reference material (dictionaries), online resources (websites, electronic journals or online newspaper articles), must be properly acknowledged. Failure to acknowledge such material is considered plagiarism; this is deemed an attempt to mislead and deceive the reader and is unacceptable.

Pearson Institute of Higher Education adopts a zero-tolerance policy on plagiarism, therefore, any submitted assessment that has been plagiarised will be subject to severe penalties. Students who are found guilty of plagiarism may be subject to disciplinary procedures and outcomes may include suspension from the institution or even expulsion. Therefore, students are strongly encouraged to familiarise themselves with referencing techniques for academic work. Students can access the PIHE Guide to Referencing on *myLMS*.