

Assignment 3: CREATIVE ENCOUNTERS

ASSIGN #	DUE	%	CONTENT	SUBMISSION
3b	Mon 16 Jun	30%	POSTER 2	FRONT OFFICE submission 2pm

Name:	Site:
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TASK

Discuss how cultural encounters have shaped a particular settlement (building, landscape or city) and whether or not these cultural encounters have compromised the originality of the site. Present this essay in a poster format.

FORMAT

Title: A prominent, catchy title
 Text : <30 words: provocative text: quote, poem, phrase relevant to the site
 Y / N Further assistance needed for essay writing skills or written expression (CLPD)

CRITERIA	HD	D	C	P	F
Research	<input type="checkbox"/> Strong evidence of independent reading beyond core texts and materials.	<input type="checkbox"/> Evidence of reading beyond core texts and materials.	<input type="checkbox"/> Thorough understanding of core texts and materials.	<input type="checkbox"/> Evidence of having read core texts and materials.	<input type="checkbox"/> Very little evidence of having read any of the core texts and materials.
Knowledge of Topic	<input type="checkbox"/> Demonstrates insight, awareness and understanding of deeper and more subtle aspects of the topic. Ability to consider topic in the broader context of the discipline.	<input type="checkbox"/> Evidence of awareness and understanding of deeper and more subtle aspects of the topic.	<input type="checkbox"/> Sound knowledge of principles and concepts.	<input type="checkbox"/> Knowledge of principles and concepts at least adequate to communicate intelligently in the topic and to serve as a basis for further study.	<input type="checkbox"/> Scant knowledge of principles and concepts.
Articulation of Argument	<input type="checkbox"/> Demonstrates imagination or flair. Demonstrates originality and independent thought.	<input type="checkbox"/> Evidence of imagination or flair. Evidence of originality and independent thought.	<input type="checkbox"/> Well-reasoned argument based on broad evidence.	<input type="checkbox"/> Sound argument based on evidence.	<input type="checkbox"/> Very little evidence of ability to construct coherent argument.
Analysis and Evaluation	<input type="checkbox"/> Highly developed analytical and evaluative skills.	<input type="checkbox"/> Clear evidence of analytical and evaluative skills.	<input type="checkbox"/> Evidence of analytical and evaluative skills.	<input type="checkbox"/> Some evidence of analytical and evaluative skills.	<input type="checkbox"/> Very little evidence of analytical and evaluative skills.
Written Expression	<input type="checkbox"/> Highly developed skills in written expression.	<input type="checkbox"/> Well developed skills in written expression.	<input type="checkbox"/> Good skills in written expression.	<input type="checkbox"/> Adequate skills in written expression.	<input type="checkbox"/> Rudimentary skills in written expression.
Graphic Presentation	<input type="checkbox"/> Highly developed skills in graphic presentation.	<input type="checkbox"/> Well developed skills in graphic presentation.	<input type="checkbox"/> Good skills in graphic presentation.	<input type="checkbox"/> Adequate skills in graphic presentation.	<input type="checkbox"/> Rudimentary skills in graphic presentation.
Communication of Ideas Graphically	<input type="checkbox"/> Excellent synthesis and communication of ideas graphically.	<input type="checkbox"/> Well developed synthesis and communication of ideas graphically.	<input type="checkbox"/> Good choice of images that are integrated well.	<input type="checkbox"/> Relevant images that are not well integrated.	<input type="checkbox"/> Poor choice of images in relationship to your ideas.
Endnotes following "Tips on Referencing" (MyUni)	<input type="checkbox"/> Excellent adherence to the recommended style and flawless punctuation.	<input type="checkbox"/> Adherence to the recommended style with very minor punctuation and sequence errors.	<input type="checkbox"/> Adheres to the recommended style with punctuation and sequence errors.	<input type="checkbox"/> Basic adherence to the recommended style with significant punctuation and sequence errors.	<input type="checkbox"/> No referencing or disregard for the "Tips on Referencing"

FURTHER COMMENTS

GRADE

Bachelor of Design Studies, School of Architecture, Landscape Architecture and Urban Design, The Faculty of the Professions, The University of Adelaide

The above assessment feedback was inspired by and adapted from material disseminated at the University Teaching for Effective Student Learning Course offered by the Centre for Learning and Professional Development attended by the coordinator K atharine Bartsch in Semester 1 2008 and the Grade Descriptors approved by the Vice Chancellor and president on behalf of Council, 9 March 2005 on the recommendations of the Academic Board at Meeting 1/05, 2 March 2005.

THE FOLLOWING POINTS SHOULD BE TAKEN INTO ACCOUNT BY ALL STUDENTS. HOWEVER, THE CHECKED POINTS REQUIRE MORE CARE AND ATTENTION IN FUTURE.

IN GENERAL

- All aspects of the poster (text and image) should communicate the main idea;
- Read books...**Avoid excessive reliance on web-based information;
- Don't forget about all the resources from CLPD regarding essay writing (available on MyUni);
- Do not dedicate your efforts to graphic layout at the expense of **content**;
- You need to spend more time writing and editing your text.

CONTENT

- Read the task carefully: Have you understood the task? Have you sought further information from your tutors if you do not understand the task?
- Does your essay take into account more than one source of information? If so, have you evaluated the different points of view?
- Is your essay merely descriptive?
- Have you simply described the physical characteristics of the site followed by the "creative encounters" occurring at the site? How many connections have you made between different sources of information?
- Often the title suggested a particular argument that was not addressed until the closing paragraph of the essay. Your argument should be clearly stated in the introduction, supported, with evidence, in the body of the essay and reiterated in the conclusion.

TEXT

- Avoid cutting-and-pasting a large block of text on your poster without giving it visual interest. Think carefully about subheadings, choice of font, colour etc. to add interest. Your text is an important graphic element;
- Make sure that your **TEXT** is legible (do a trial print). Consider the size of the font carefully. Vary the font size and style according to the purpose eg. heading, subheading, key words;
- Relate the text to specific images. For example, relate specific paragraphs to specific images;
- Choose your images carefully!
- Graphics and text must reinforce each other;
- Make sure you leave time to do a **test print** before you print your final poster. Many students found that the legibility of the poster was poor on the printed page compared to the legibility on the computer screen. **Crop** white borders after they are printed;
- Choose fonts that are appropriate to the content. For example, don't use a medieval style font to communicate a hi-tech idea;
- Proof-read** your poster. Make sure text doesn't 'drop off' poster when you cut-and-paste.

IMAGES AND WOW FACTOR

- Don't forget about the **hierarchy of information**:
 1. image or text that 'grabs' you from a distance
 2. a second tier of information that sustains the reader's interest
 3. the clear organisation of information that is read 'close-up'
- Sometimes one carefully selected image is better than twenty arbitrary images;
- Use the **negative space** (blank space) on the poster to your advantage. The images do not have to cover every inch of the page;
- Superimpose images with caution. Often, students' posters are illegible because students were trying to be too clever;
- Do not include images just because they are of the site and they are of a good quality. Carefully select images that reinforce the main idea you are trying to communicate.

REFERENCING

- Include all **footnotes/endnotes** on the front of your poster. This should be treated as a necessary and attractive graphic element on the page. Footnotes should indicate the **page number** as specified in the course material, assignment hand-outs etc. You do not need to show a bibliography too.
- Follow the Tips on Referencing carefully.