

**City University of Hong Kong  
Course Syllabus**

**offered by School of Creative Media  
with effect from Semester A 2017 /18**

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**Part I Course Overview**

**Course Title:** Multimedia Production Project

**Course Code:** SM2233

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B3

**Proposed Area:**  
*(for GE courses only)*

Arts and Humanities  
 Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## **Part II Course Details**

### **1. Abstract**

*(A 150-word description about the course)*

This course is design to train students to work systematically and professionally on their projects or products from Final Year Projects to client-based or self-initiative ventures. The main goal is to provide students a solid background to handle projects that require both innovative ideas and media technology skills. This course is a survey of the multimedia production process starting with the initial proposal, following the different steps of the process, to quality assurance and distribution. Interaction between technical and creative sides of the process is the core focus. The modifications of the generic production process required to handle different types of media will also be discussed.

The main topics covered in this course include:

1. The general multimedia production process.
2. Different types of multimedia projects and how they influence the production process.
3. The interaction between the technical and creative aspects of a project.
4. Practical production issues.
5. Creating your own multimedia Project / business.

## 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand key principles of multimedia production process		✓	✓	
2.	Develop essential hands-on skills required to produce multimedia projects or products			✓	
3.	Evaluate quality of media project output critically				✓
4.	Realize the importance of collaboration and teamwork ethics		✓		
5.	Cultivate high level of initiative and responsibility in project management and production		✓		
6. <sup>^</sup>	Associate, combine and integrate knowledge from different disciplines (e.g. mathematics, sciences, literature etc) into course assignments				✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

<sup>^</sup> Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

**3. Teaching and Learning Activities (TLAs)**  
*(TLAs designed to facilitate students' achievement of the CILOs.)*

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lecture	Lecture & seminar on related topics; Case research and analysis	✓						
Research report	Proposal writing & project planning workshops; Tutorial presentations	✓	✓					
Group project	Project presentation, peer review and critique		✓	✓				
Group project	Student collaborations in assigned multimedia projects				✓	✓	✓	

**4. Assessment Tasks/Activities (ATs)**  
*(ATs are designed to assess how well the students achieve the CILOs.)*

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
Multimedia project Proposal writing	✓	✓					15%	
Active participation in workshops and group discussion	✓	✓	✓	✓	✓	✓	10%	
Presentation on project planning and execution		✓	✓				15%	
Self-reflection journal to report and evaluate production process; peer review				✓	✓		20%	
Assessment on final output of student productions	✓	✓	✓	✓	✓	✓	40%	
Examination: 0% (duration: _____, if applicable)								

\* The weightings should add up to 100%.

100%
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## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Multimedia project Proposal writing / Final Output of Student Productions	Students should demonstrate ability to utilize primary and secondary sources, execute creative ideas and projects. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.	<ul style="list-style-type: none"> <li>- Work has strong affective quality and the articulation of personal styles and signature</li> <li>- Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium</li> <li>- Work raises questions and instill insights about the process of conception, creative strategization</li> </ul>	<ul style="list-style-type: none"> <li>- Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium</li> <li>- Ability to create project/ work that demonstrate the processes of thinking and creative exploration</li> <li>- Proper adjustment of plans and strategies in response to resources (time, space,</li> </ul>	<ul style="list-style-type: none"> <li>- Basic appreciation and/or application of the aesthetic and expressive qualities of the medium</li> <li>- Limited ability to create project/ work that demonstrate the processes of thinking and creative exploration</li> <li>- Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available</li> </ul>	<ul style="list-style-type: none"> <li>- Marginal appreciation of the aesthetic and expressive qualities of the medium</li> <li>- Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration</li> <li>- Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available</li> </ul>	<ul style="list-style-type: none"> <li>- No appreciation of the aesthetics and expressive qualities of the medium</li> <li>- Fail to create project/ work that demonstrate the processes of thinking and creative exploration</li> <li>- Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<p>and production</p> <ul style="list-style-type: none"> <li>- Innovative exploration by combining knowledge from different disciplines (e.g. mathematics, psychology, physics, anthropology, etc.) to create an inter-disciplinary project</li> <li>- Efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment</li> </ul>	<p>equipment, etc)</p> <p>available and constructive feedback/ suggestions</p>			

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
2. Participation in Workshop and Discussion	This assessment task reviews students' participation and performance in discussions, debates and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' pre-class preparation and interpersonal sensitivity to his/her peer members.	<ul style="list-style-type: none"> <li>- Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points</li> <li>- In-depth pre-class preparation and familiarity with peer reports and other materials</li> <li>- Interpret others' views with an open mind and ready to negotiate</li> <li>- Readiness to share personal insight via analysis and synthesis with informed views</li> </ul>	<ul style="list-style-type: none"> <li>- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points</li> <li>- Adequate pre-class preparation and familiarity with peer reports and other materials</li> <li>- Interpret opinions effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Attentive in in-class participation, listening with comprehension, but only infrequently contributing</li> <li>- Adequate pre-class preparation but little familiarity with peer reports and other materials</li> <li>- Fair ability in interpreting opinions</li> </ul>	<ul style="list-style-type: none"> <li>- Unmotivated to participate in class discussion or comment on other people's views</li> <li>- Little pre-class preparation and familiarity with peer reports and other materials</li> <li>- Poor ability in interpreting opinions</li> </ul>	<ul style="list-style-type: none"> <li>- Unwilling to participate in class discussion and comment on other points, even when requested by the teacher</li> <li>- No pre-class preparation and familiarity with peer reports and other materials</li> <li>- Minimal ability in interpreting opinions</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<ul style="list-style-type: none"> <li>– Constructively critical, thus facilitating the discovery of new issues</li> </ul>				
3. Presentation	<p>This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of ‘discovery’ lied in a student’s self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.</p>	<ul style="list-style-type: none"> <li>– Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter</li> <li>– Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative</li> <li>– Superior presentation</li> </ul>	<ul style="list-style-type: none"> <li>– Adequate content with firm grasp of the material that informs the audience on a subject matter</li> <li>– Reasonable organization, balanced structure and composition</li> <li>– Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-manageme</li> </ul>	<ul style="list-style-type: none"> <li>– Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter</li> <li>– Fair organization, weak structure and composition</li> <li>– Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management</li> </ul>	<ul style="list-style-type: none"> <li>– Weak content, loose grasp of the general ideas with some knowledge of the subject matter</li> <li>– Poor organization, structure and composition</li> <li>– Poor presentation skills: marginal pronunciation, expression and diction, poor time-management</li> </ul>	<ul style="list-style-type: none"> <li>– Inadequate content, fail to identify the general ideas with knowledge of the subject matter</li> <li>– No organization, structure or/and composition</li> <li>– Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management</li> </ul>



Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management – Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize	nt			
4. D. Self-Reflection Journal	Students should demonstrate ability to utilize primary and secondary sources, build up argument and analysis. The threshold of ‘discovery’ lied in a student’s self initiatives to conduct additional	– Excellent grasp of research material, able to explain key concepts, assumptions and debates – Rigorous organization,	– Firm grasp of materials, able to explain key concepts and assumptions – Reasonable organization, balanced structure,	– Comprehensive grasp of materials, able to explain key concepts – Fair organization, weak structure, adequate content, fair ability to integrate various	– Loose grasp of materials, cannot explain key concepts – Poor organization and structure, weak content, limited use of resources – Relevant points to the subject matter,	– Poor grasp of materials – No organization and structure, inadequate content, no/ irrelevant use of resources – Irrelevant points to the subject matter,

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	research and to personalize theories for her/his personal daily experience.	<p>coherent structure, distinct thesis, properly argued with strong narrative</p> <ul style="list-style-type: none"> <li>- Insightful interpretation of the subject matter with distinct themes and thesis</li> <li>- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize</li> <li>- Ability to approach a text or a theme using a variety of theories and analytical tools</li> </ul>	<p>adequate content, sufficient ability to integrate various resources based on demand</p> <ul style="list-style-type: none"> <li>- Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently</li> <li>- Organized bibliography which can be utilized in accordance with the topic</li> </ul>	<p>resources based on demand</p> <ul style="list-style-type: none"> <li>- Relevant points to the subject matter, fair ability to interpret opinions</li> <li>- Unorganized bibliography which can be utilized in accordance with the topic</li> </ul>	<p>marginal ability to interpret opinions</p> <ul style="list-style-type: none"> <li>- Insufficient and/or unorganized bibliography</li> </ul>	<p>minimal ability to interpret opinions</p> <ul style="list-style-type: none"> <li>- Irrelevant bibliography</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<ul style="list-style-type: none"> <li>- Strong bibliography suggesting breadth and depth of coverage and informed insights</li> </ul>				

**Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.**

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

Multimedia Production Process, Integration, Initial Proposals, Requirements, Contracts And Legal Issues, Planning And Budgeting The Production Process Managing People And The Production Process, Testing And Quality Control, Distribution, Types Of Multimedia Projects Production, Media Standards, Media Performance, Storage Issues, Asset Management, Time Management, Controlling Costs, Sourcing, Budgeting, Funds Control, Marketing , Traditional Media, Person-To-Person communication, Electronic Promotion, Networking, Professional Conventions, Affiliated Bodies, Social Skills, Social Functions, Participants-Customers Follow-Up, Sponsors-Clients Connections.

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Albarran, Alan B., " <u>Management of Electronic and Digital Media</u> ", 6 <sup>th</sup> edition, Wadsworth Publishing, 2016.
2.	Lyons, Nancy /Wilker, Meghan, " <u>Interactive Project Management , Pixels, People and Process</u> ", Second Edition, New Riders, 2012.

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Davis, Howard, " <u>Managing creativity: the dynamics of work and organization</u> ", Buckingham: Open University Press, 2000.
2.	