

**City University of Hong Kong  
Course Syllabus**

**offered by School of Creative Media  
with effect from Semester A 2018 /19**

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**Part I Course Overview**

**Course Title:** Art Game Workshop

**Course Code:** SM4704

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B4

**Proposed Area:**  Arts and Humanities  
*(for GE courses only)*  Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** CS1103 Introduction to Media Computing OR CS1303 Introduction to Internet and Programming OR CS1103B Media Computing OR SM1103A Introduction to Media Computing  
*(Course Code and Title)*

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

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

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

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This workshop-based course explores video games as a site for art practice and social critique. Through the analysis of existing artefacts and the design and implementation of games the course aims to situate video games within contemporary art and explore their potential as a space for intervention in political, social, and cultural dynamics. Rather than focusing exclusively on technical issues, the course examines the symbolic and aesthetic dimensions of the genre as a means for cultural production.

### 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.	Describe the essential features of games		✓	✓	
2.	Distinguish art games from other games and describe the role that art games play in contemporary culture.		✓	✓	
3.	Use concepts of art and game theory to describe and evaluate the salient aspects of an art game		✓	✓	
4.	Use concepts of art, game theory, and game design to design and develop their own art game		✓	✓	✓
5.	Use concepts of art, game design, and software engineering to implement a working prototype of their game		✓	✓	✓
6. <sup>^</sup>	Generate personal insight as a result of critical interpretation of the experience of the research process		✓	✓	✓
		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	
Lectures	Lectures on topics pertaining to art and games	✓	✓	✓	✓			
Critiques	Feedback and commentary on projects				✓	✓	✓	
Presentations	Presentations on project work				✓	✓	✓	
Projects	Independent art game design 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%								
Participation	✓	✓	✓	✓	✓		15%	
Assignments	✓	✓	✓	✓	✓	✓	30%	
Presentations				✓	✓	✓	20%	
Final project					✓	✓	35%	
Examination: 0% (duration: , if applicable)								
* The weightings should add up to 100%.							100%	

## 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. Participation	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>				
2. Assignments	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 research and to personalize theories for her/his personal daily experience.	<ul style="list-style-type: none"> <li>Excellent grasp of research material, able to explain key concepts, assumptions and debates</li> <li>Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative</li> <li>Insightful interpretation of the subject matter with distinct themes and thesis</li> <li>Critical analysis with insightful comments opening up new</li> </ul>	<ul style="list-style-type: none"> <li>Firm grasp of materials, able to explain key concepts and assumptions</li> <li>Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand</li> <li>Clear ideas which keep to the point, clear-cut subject, ability to</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive grasp of materials, able to explain key concepts</li> <li>Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand</li> <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>	<ul style="list-style-type: none"> <li>Loose grasp of materials, cannot explain key concepts</li> <li>Poor organization and structure, weak content, limited use of resources</li> <li>Relevant points to the subject matter, marginal ability to interpret opinions</li> <li>Insufficient and/or unorganized bibliography</li> </ul>	<ul style="list-style-type: none"> <li>Poor grasp of materials</li> <li>No organization and structure, inadequate content, no/irrelevant use of resources</li> <li>Irrelevant points to the subject matter, minimal ability to interpret opinions</li> <li>Irrelevant bibliography</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<p>issues, or suggesting the ability to theorize</p> <ul style="list-style-type: none"> <li>• Ability to approach a text or a theme using a variety of theories and analytical tools</li> <li>• Strong bibliography suggesting breadth and depth of coverage and informed insights</li> </ul>	<p>interpret opinions independently</p> <ul style="list-style-type: none"> <li>• Organized bibliography which can be utilized in accordance with the topic</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</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 skills:</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</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,</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)
	student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.	<p>distinct pronunciation, fluent expression and appropriate diction, exact time-management</p> <ul style="list-style-type: none"> <li>• Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize</li> </ul>	<p>pronunciation, fluent expression and diction, fair time-management</p>	<p>expression and diction, fair time-management</p>		
4. Final Project	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</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</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> </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,</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,</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<p>process of conception, creative strategization 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>creative exploration</p> <ul style="list-style-type: none"> <li>Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available</li> </ul>	<p>space, equipment, etc) available</p>	<p>space, equipment, etc) available</p>

**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.)*

Games, Game design, Game theory, Software engineering, Art, Activism, Culture, Programming,

**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.	Artists re: thinking games edited by Ruth Catlow, Marc Garrett and Corrado Morgana.
2.	• Persuasive Games: The Expressive Power of Videogames. Ian Bogost
3.	• Newsgames: Journalism at Play. Ian Bogost ,Simon Ferrari, Bobby Schweizer
4.	• First Person: New Media as Story, Performance, and Game. Noah
5.	• Wardrip-Fruin,Pat Harrigan ,Michael Crumpton
6.	• The Art of Game Design: A book of lenses. Jesse Schell
7.	• Critical Play: Radical Game Design. Mary Flanagan

**2.2 Additional Readings**

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

1.	Kill Screen Magazine
2.	<a href="http://www.gamestudies.org">http://www.gamestudies.org</a>