

City University of Hong Kong

**Information on a Course
offered by School of Creative Media
with effect from Semester A in 2012 / 2013**

Part I

Course Title: Art and Technology

Course Code: SM5308

Course Duration: One Semester (13 weeks)

Credit Units: 3

Level: P5

Medium of Instruction: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

1. Course Aims

This class explores the historical and philosophical aspects the mutual impact between art and technology, and new developments in digital media and their wide implications and practices in society, economy and environment. By the end of the semester, students should be able to identify and describe the social and cultural roles of media technologies, as well as apply relevant aesthetic, technical, philosophical and economic concepts to the analysis and practice of media art.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

| No. | CILOs |
|-----|-------|
|-----|-------|

| | |
|-----|--|
| 1. | Establish a balance between art, science and technology. |
| 2. | Analyze the potentials and limitations in media technology. |
| 3. | Develop media contents using of technology that best serve the human user. |
| *4. | Explore new representation and expression platforms offered by technology. |

*Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

3. Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

| TLAs | CILO No. |
|--|----------|
| Topic 1 Group Presentation, debate and discussion | CILO 1 |
| Topic 2 Group Presentation, debate and discussion | CILO 2 |
| Topic 3 Group Presentation, debate and discussion | CILO 3 |
| Essay final evaluation Critique and discussion | CILO 4 |

4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

| Type of Assessment Tasks/Activities | Weighting (if applicable) | CILO No. | Remarks |
|-------------------------------------|---------------------------|----------|---------|
| Group presentation 1 | 12% | CILO 1 | |
| Group presentation 2 | 12% | CILO 2 | |
| Group presentation 3 | 12% | CILO 3 | |
| Essay | 64% | CILO 4 | |

5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Examination duration: n/a

Percentage of coursework, examination, etc.: 100% coursework

Grading pattern: Standard (A+AA-...F)

Grading is based on performance in assessment tasks / activities

A. Presentation

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.

| Letter Grade | Grade Point | Grade Definitions | Description |
|--------------|-------------|-------------------|--|
| A+ | 4.3 | Excellent | <ul style="list-style-type: none"> – Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter – Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative – Superior presentation 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 |
| A | 4.0 | | |
| A- | 3.7 | | |
| B+ | 3.3 | Good | <ul style="list-style-type: none"> – Adequate content with firm grasp of the material that informs the audience on a subject matter – Reasonable organization, balanced structure and composition – Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management |
| B | 3.0 | | |
| B- | 2.7 | | |
| C+ | 2.3 | Adequate | <ul style="list-style-type: none"> – Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter – Fair organization, weak structure and composition – Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management |
| C | 2.0 | | |
| C- | 1.7 | | |
| D | 1.0 | Marginal | <ul style="list-style-type: none"> – Weak content, loose grasp of the general ideas with some knowledge of the subject matter – Poor organization, structure and composition – Poor presentation skills: marginal pronunciation, expression and diction, poor time-management |
| F | 0.0 | Failure | <ul style="list-style-type: none"> – Inadequate content, fail to identify the general ideas with knowledge of the subject matter – No organization, structure or/and composition – Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management |

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

B. Group Project/ Paper

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.

| Letter Grade | Grade Point | Grade Definitions | Description |
|--------------|-------------|-------------------|-------------|
|--------------|-------------|-------------------|-------------|

| | | | |
|----|-----|-----------|--|
| A+ | 4.3 | Excellent | <ul style="list-style-type: none"> – Excellent grasp of research material, able to explain key concepts, assumptions and debates – Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative – Insightful interpretation of the subject matter with distinct themes and thesis – Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize – Ability to approach a text or a theme using a variety of theories and analytical tools – Strong bibliography suggesting breadth and depth of coverage and informed insights |
| A | 4.0 | | |
| A- | 3.7 | | |
| B+ | 3.3 | Good | <ul style="list-style-type: none"> – Firm grasp of materials, able to explain key concepts and assumptions – Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand – Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently – Organized bibliography which can be utilized in accordance with the topic |
| B | 3.0 | | |
| B- | 2.7 | | |
| C+ | 2.3 | Adequate | <ul style="list-style-type: none"> – Comprehensive grasp of materials, able to explain key concepts – Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand – Relevant points to the subject matter, fair ability to interpret opinions – Unorganized bibliography which can be utilized in accordance with the topic |
| C | 2.0 | | |
| C- | 1.7 | | |
| D | 1.0 | Marginal | <ul style="list-style-type: none"> – Loose grasp of materials, cannot explain key concepts – Poor organization and structure, weak content, limited use of resources – Relevant points to the subject matter, marginal ability to interpret opinions – Insufficient and/or unorganized bibliography |
| F | 0.0 | Failure | <ul style="list-style-type: none"> – Poor grasp of materials – No organization and structure, inadequate content, no/ irrelevant use of resources – Irrelevant points to the subject matter, minimal ability to interpret opinions |

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

Part III

Keyword Syllabus

Art, Science and Technology; Art and Technology history; Philosophy regarding man, civilization, art and machine; Evolution in art and technology; Artificial Intelligence; Sensors and new representation media; Script visualization; Natural language understanding; Automated and autonomous animation; Activity and Interactivity; Avatar and virtual presence; Virtual environments; Motion engine; Motion Synthesis; Artificial life; Story telling using media technology; Mobile and Web lifestyle; Media, Media technology and Man; Mobility, Portability and Resolution; Human Dimension and Human Resolution.

Recommended Reading

Text(s)

1. Essential Reading

Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction." In *Illuminations*. New York: Schocken, 1969. 217-251

Lawrance K. Grossman. *The Electronic Republic*. 1995

Darley, Andrew. *Visual Digital Culture*. New York: Routledge, 2000.

Hayles, Katherine. *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature and Informatics*. Chicago: University of Chicago Press, 1999.

Levinson, Paul. *The Soft Edge: A Natural History and Future of the Information Revolution*. New York: Routledge, 1997.

Nichols, Bill. "The Work of Culture in the Age of Cybernetic Systems." In Timothy Druckery (ed.), *Electronic Culture: Technology and Visual*

Representation. New York: Aperture, 1996. 121-143.

2. Supplementary Reading

Rachel Greene, *Internet Art*, Thomas & Hudson Inc. 2005

Oliver Grau, *Virtual Art*, Cambridge: MIT Press, 2003\

Hillis, Ken. *Digital Sensations*. Minneapolis: University of Minnesota Press, 1999.

Lunenfeld, Peter (ed.). *The Digital Dialectic*. Cambridge: MIT Press, 1999.

Pacey, Arnold. *The Culture of Technology*. Cambridge: MIT Press, 1983.

Stephenson, Neal. *Snow Crash*. New York: Bantam, 1992.

Telotte, J.P. *A Distant Technology: Science Fiction Film and the Machine Age*. Middletown CT: Wesleyan Univ. Press, 1999.

Turkle, Sherry. *Life on the Screen*. New York: Simon and Schuster, 1995.

Online Resources

TBA