

**City University of Hong Kong  
Course Syllabus**

**offered by School of Creative Media  
with effect from Semester A 2022/23**

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**Part I Course Overview**

**Course Title:** Interactive Media I

**Course Code:** SM5312

**Course Duration:** One semester

**Credit Units:** 3

**Level:** P5

**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

The course covers the conceptual and technical foundations that will enable students to evaluate, understand, and, eventually, create engaging works of interactive multimedia. While specific themes of the course will vary from semester to semester, the focus will remain on teaching the fundamental technical and critical skills required to create practical applications in a variety of media, including, but not limited to, software, hardware, and user-experience. Students will be expected to consider the relationship between technology, creativity, and society as they present their work for critique, and hold it up against known pieces in the field.

### 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	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify categories of interactive art practices.		✓	✓	
2.	Acquire a good knowledge of interactive art history and theory		✓	✓	
3.	Discover production and presentation methods for the development and authoring process for interactive media artworks.		✓	✓	✓
4.	Create prototypes of an interactive multimedia project which has a unique style or personal signature		✓	✓	✓
		100%			

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	
Workshops	Workshops in digital media production and analysis	✓			✓	
Lectures	Lectures and showcases of selected multimedia projects		✓			
Presentation / Critique	Guided presentation, discussion, and critique of student 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		
Continuous Assessment: 100%						
Interactive art discovery (history and theory)	✓	✓			10%	
Creative project 1 and presentation		✓	✓	✓	40%	
Creative project 2 and presentation		✓	✓	✓	50%	
Examination: 0% (duration: _____, if applicable)					100%	

## 5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. 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.	<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: distinct pronunciation, fluent expression and appropriate diction, exact time-management</li> <li>– Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize</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-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>
2. Creative Project/ Technical Project/ Portfolio	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	<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</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</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> </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</li> </ul>

	course material into self-owned authorship.	<p>expressive qualities of the medium</p> <ul style="list-style-type: none"> <li>- Work raises questions and instill insights about the process of conception, creative strategization and production</li> <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>and 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>- Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available</li> </ul>	<p>response to resources (time, space, equipment, etc) available</p>
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Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. 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	<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> </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</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,</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> </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> </ul>

	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.	<ul style="list-style-type: none"> <li>– Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative</li> <li>– Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management</li> <li>– Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize</li> </ul>	<p>structure and composition</p> <ul style="list-style-type: none"> <li>– Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management</li> </ul>	<p>weak structure and composition</p> <ul style="list-style-type: none"> <li>– Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management</li> </ul>	<ul style="list-style-type: none"> <li>– Poor presentation skills: marginal pronunciation, expression and diction, poor time-management</li> </ul>	<ul style="list-style-type: none"> <li>– Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management</li> </ul>
2. Creative Project/ Technical Project/ Portfolio	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> </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> </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</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</li> </ul>

		<ul style="list-style-type: none"> <li>- Work raises questions and instill insights about the process of conception, creative strategization and production</li> <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>	<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>	plans and strategies in response to resources (time, space, equipment, etc) available	response to resources (time, space, equipment, etc) available
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**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.)*

- Interactive multimedia
- Hypermedia
- Interactivity
- Experience design
- Human computer interaction
- Media aesthetics
- Website design
- Multimedia production

**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.)*

None

**2.2 Additional Readings**

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

1.	Tidwell, Jenifer. Designing Interfaces; Patterns for Effective Interaction Design. O'Reilly Media Inc., 2005
2.	Rosenfeld, Louis. Morville, Peter. Information Architecture for the World Wide Web, 3rd edition. O'Reilly Media Inc., 2007
3.	Tufte, Edward. Envisioning Information. Cheshire CT: Graphics Press, 1990
4.	Tufte, Edward. Visual Explanation. Cheshire CT: Graphics Press, 1997