City University of Hong Kong
Course Syllabus

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

Part I   Course Overview

Course Title:	**Interactive Media II**
Course Code:	**SM5313**
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 integrates multimedia authoring with computer programming to enable students to create more advanced interactive projects in a specific theme area (e.g., Digital Literature, or Activist/Hactivist software, etc). It introduces the open-source programming environment Processing for both the web (via p5.js) and for installation (via Arduino). Students are expected to experiment with innovative interface strategies to deliver an experience that engages the user at multiple levels.

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 basic concepts and process in interactive art conception.		✓		
2.	Develop knowledge on project development from conception, description, to realisation.		✓		
3.	Relate human interaction mechanisms to the content of digital media projects.		✓		
4.	Methods and keys for project presentation and submission.		✓	✓	✓
5.	Prototyping of interactive art project, from simulation to installation.		✓	✓	✓
		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	5	
Workshops	Workshops and project in computer programming and basic IO components.	✓	✓	✓	✓	✓	
Lectures	Lectures and showcases of selected interactive projects from network art, performance, and media installation addressing the course theme		✓				
Presentation / critique	Guided presentation and critique/discussion 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	5		
Continuous Assessment: 100%							
Creative Project conception	✓	✓				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.)

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Creative Project/ Technical 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.	− Work has strong affective quality and the articulation of personal styles and signature − Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium − Work raises questions and instill insights about the process of conception, creative strategization and production − Innovative exploration by combining knowledge from different disciplines (e.g. mathematics, psychology, physics, anthropology, etc.) to create an inter-disciplinary project − Efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment	− Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium − Ability to create project/ work that demonstrate the processes of thinking and creative exploration − Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions	− Marginal appreciation of the aesthetic and expressive qualities of the medium − Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration − Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available	− No appreciation of the aesthetics and expressive qualities of the medium − Fail to create project/ work that demonstrate the processes of thinking and creative exploration − Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

| 2. 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. | − 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 | − 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 | − 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 | − 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 |

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. Creative Project/ Technical 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.	− Work has strong affective quality and the articulation of personal styles and signature − Excellent appreciation, exploration and/or application of the aesthetic and expressive	− Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium − Ability to create project/ work that demonstrate the processes of thinking and	− Basic appreciation and/or application of the aesthetic and expressive qualities of the medium − Limited ability to create project/ work that demonstrate the processes of thinking and	− Marginal appreciation of the aesthetic and expressive qualities of the medium − Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration	− No appreciation of the aesthetics and expressive qualities of the medium − Fail to create project/ work that demonstrate the processes of thinking and creative exploration

		− qualities of the medium − Work raises questions and instill insights about the process of conception, creative strategization and production − Innovative exploration by combining knowledge from different disciplines (e.g. mathematics, psychology, physics, anthropology, etc.) to create an inter-disciplinary project − Efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment	− creative exploration − Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions	− creative exploration − Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available	− Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available	− Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available
2. Presentation	This assessment will grade on content and fluency of presentation. Students should show their co-operation to	− Rich, informative content, excellent grasp of the material with in-depth	− Adequate content with firm grasp of the material that informs the	− Adequate content with comprehensive grasp of the material demonstrating	− Weak content, loose grasp of the general ideas with some knowledge of	− Inadequate content, fail to identify the general ideas with knowledge

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.	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	audience on a subject matter − Reasonable organization, balanced structure and composition − Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management	basic knowledge of the subject matter − Fair organization, weak structure and composition − Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management	the subject matter − Poor organization, structure and composition − Poor presentation skills: marginal pronunciation, expression and diction, poor time-management	of the subject matter − No organization, structure or/and composition − Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management

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
   - Computer programming
   - Physical computing
   - Interaction design
   - Media installation

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.	Shiffman, Daniel. Learning Processing: A Beginner's Guide to Programming Images, Animation, and Interaction, 2008, Morgan Kaufmann.
2.	Igoe, Tom. O'Sullivan, Dan. Physical Computing: Sensing and Controlling the Physical World with Computers. Course Technology PTR, 2004
3.	Antonelli, Paola. Ed. Design and the Elastic Mind. The Museum of Modern Art, New York, 2008