

**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**

<b>Course Title:</b>	<b>Topics in Media Art I</b>
<b>Course Code:</b>	<b>SM5316</b>
<b>Course Duration:</b>	<b>One semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>P5</b>
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>

## Part II Course Details

### 1. Abstract

This place-holder course aims to provide the flexibility to take advantage of unplanned opportunities and resources in media art made available to us. Students are given the opportunity to have their learning experience enriched by artists-in-residence or scholars of temporary residence in Hong Kong. SCM faculties may also, from time to time, offer topical seminars on media arts on an issue that is not already covered by currently listed classes. Topics especially sought include forms of technical literacy, and critical discourse arising from new technologies.

### 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.	Gain insight into aspects of media art that are not already covered in the currently listed SCM courses.			✓	
2.	Create a new research agenda in response to topics and methods raised in the course.			✓	
3.	Execute creative and research projects to verify new ideas			✓	
		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	
Lectures	the instructor will present concepts, theories and case studies in selected issues pertaining to media art.	✓	✓	✓	
Class discussions	both in-class and in external fora will engage students in debates and explorations.	✓	✓	✓	
Research	students use relevant materials to write papers or create artistic projects as set by the instructor.	✓	✓	✓	

### 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		
Continuous Assessment: 100%					
Reaction papers	✓	✓	✓		
Creative projects	✓	✓	✓		
In-class discussion and critique of classmates' work	✓	✓	✓		
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. Assessment of in-class critique and class participation	This assessment task reviews students' participation and performance in discussions, research and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' sensibility to art 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 and positively steer class discussion.</li> <li>- Evidence of extensive pre-class preparation and familiarity with peer reports.</li> <li>- Readiness to share informed personal insights.</li> <li>- Constructively critical, thus facilitating the discovery of new issues.</li> </ul>	<ul style="list-style-type: none"> <li>- Active in-class participation, positive listening, ability to initiate and contribute to class discussion.</li> <li>- Adequate pre-class preparation and familiarity with peer reports.</li> </ul>	<ul style="list-style-type: none"> <li>- Attentive in in-class participation, listening with comprehension, infrequent contribution.</li> <li>- Adequate pre-class preparation and familiarity with peer reports.</li> </ul>	<ul style="list-style-type: none"> <li>- Unwilling to participate in in-class discussion even when requested by the instructor.</li> <li>- No evidence of pre-class preparation.</li> </ul>
2. Assessment of Creative Projects	The evidence of 'discovery' lies in the students' demonstrated ability to address and approach problems in multiple perspectives.	<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>- Successful execution, evidence of a satisfactory level of technical competency.</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>- Evidence of an adequate level of technical competency.</li> <li>- Proper adjustment of plans and</li> </ul>	<ul style="list-style-type: none"> <li>- Little to no appreciation of the aesthetics and expressive qualities of the medium.</li> <li>- Fail to adjust plans and strategies in response to resources (time,</li> </ul>

		<p>expressive qualities of the medium.</p> <ul style="list-style-type: none"> <li>– Refined execution, evidence of a high level of technical competency.</li> <li>– Highly 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>	<p>strategies in response to resources (time, space, equipment, etc) available</p>	<p>space, equipment, etc) available.</p>
3. Assessment of Papers	Students should demonstrate ability to utilize primary and secondary sources, execute creative ideas and projects.	<ul style="list-style-type: none"> <li>– Rich content, excellent ability to interpret and integrate various resources</li> <li>– Rigorous organization, coherent structure, systematic composition</li> <li>– Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature</li> <li>– Readiness to respond to peer opinion and other views initiated in class discussion</li> </ul>	<ul style="list-style-type: none"> <li>– Adequate content, sufficient ability to integrate various resources based on demand</li> <li>– Reasonable organization with balanced structure and composition</li> <li>– Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently</li> <li>– Sufficient responses to peer comments to sustain a discussion</li> </ul>	<ul style="list-style-type: none"> <li>– Adequate content, fair ability to integrate various resources based on demand</li> <li>– Fair organization with adequate structure and composition</li> <li>– Relevant points made to the subject matter in question</li> <li>– Ability to respond to other statements and engage in class discussion</li> </ul>	<ul style="list-style-type: none"> <li>– Inadequate content, no/ irrelevant use of resources</li> <li>– No organization, structure or/and composition</li> <li>– Irrelevant points to the subject matter, no ability to interpret opinions</li> <li>– Fail to respond to other comments</li> </ul>

		– Discussion shed light on new dimensions of the issue			
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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. Assessment of in-class critique and class participation	This assessment task reviews students' participation and performance in discussions, research and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' sensibility to art 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 and positively steer class discussion.</li> <li>– Evidence of extensive pre-class preparation and familiarity with peer reports.</li> <li>– Readiness to share informed personal insights.</li> <li>– Constructively critical, thus facilitating the discovery of new issues.</li> </ul>	<ul style="list-style-type: none"> <li>– Active in-class participation, positive listening, ability to initiate and contribute to class discussion.</li> <li>– Adequate pre-class preparation and familiarity with peer reports.</li> </ul>	<ul style="list-style-type: none"> <li>– Attentive in in-class participation, listening with comprehension, infrequent contribution.</li> <li>– Adequate pre-class preparation and familiarity with peer reports.</li> </ul>	<ul style="list-style-type: none"> <li>– Unmotivated to participate in in-class discussion.</li> <li>– Inadequate pre-class preparation.</li> </ul>	<ul style="list-style-type: none"> <li>– Unwilling to participate in in-class discussion even when requested by the instructor.</li> <li>– No evidence of pre-class preparation.</li> </ul>

2. Assessment of Creative Projects	The evidence of ‘discovery’ lies in the students’ demonstrated ability to address and approach problems in multiple perspectives.	<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>– Refined execution, evidence of a high level of technical competency.</li> <li>– Highly 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>– Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium.</li> <li>– Successful execution, evidence of a satisfactory level of technical competency.</li> <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>– Basic appreciation and/or application of the aesthetic and expressive qualities of the medium.</li> <li>– Evidence of an adequate level of technical competency.</li> <li>– Proper 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>– Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available</li> </ul>	<ul style="list-style-type: none"> <li>– Little to no appreciation of the aesthetics and expressive qualities of the medium.</li> <li>– Fail to adjust plans and strategies in response to resources (time, space, equipment, etc) available.</li> </ul>
3. Assessment of Papers	Students should demonstrate ability to utilize primary and	– Rich content, excellent ability to	– Adequate content, sufficient	– Adequate content, fair ability to	– Weak content, limited use of resources	– Inadequate content, no/

	secondary sources, execute creative ideas and projects.	<p>interpret and integrate various resources</p> <ul style="list-style-type: none"> <li>- Rigorous organization, coherent structure, systematic composition</li> <li>- Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature</li> <li>- Readiness to respond to peer opinion and other views initiated in class discussion</li> <li>- Discussion shed light on new dimensions of the issue</li> </ul>	<p>ability to integrate various resources based on demand</p> <ul style="list-style-type: none"> <li>- Reasonable organization with balanced structure and composition</li> <li>- Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently</li> <li>- Sufficient responses to peer comments to sustain a discussion</li> </ul>	<p>integrate various resources based on demand</p> <ul style="list-style-type: none"> <li>- Fair organization with adequate structure and composition</li> <li>- Relevant points made to the subject matter in question</li> <li>- Ability to respond to other statements and engage in class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Poor organization, structure and composition</li> <li>- Relevant points to the subject matter, marginal ability to interpret opinions</li> <li>- Ability to respond to other comments in simple terms</li> </ul>	<p>irrelevant use of resources</p> <ul style="list-style-type: none"> <li>- No organization, structure or/and composition</li> <li>- Irrelevant points to the subject matter, no ability to interpret opinions</li> <li>- Fail to respond to other comments</li> </ul>
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Other specific rubrics may be included depending on the nature of assessment tasks assigned by the course leader. Normally, material to be assessed may include analytical essays, historical and theoretical research projects, creative/practical projects, oral presentations, and participation in online and in-class discussions.



**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.)*

To be determined by the instructor on a case-by-case basis.

**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.	To be determined by the instructor on a case-by-case basis.
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**2.2 Additional Readings**

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

1.	To be determined by the instructor on a case-by-case basis.
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