

SM6302A: THESIS PROJECT - STUDIO II (GAMES)

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Thesis Project - Studio II (Games)

Subject Code

SM - School of Creative Media

Course Number

6302A

Academic Unit

School of Creative Media (SM)

College/School

School of Creative Media (SM)

Course Duration

One Semester

Credit Units

6

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

SM6300A Thesis Project - Studio I (Games)

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This project-based course is the final installment of the 4-part Studio-Thesis requirement of the Master of Fine Arts program. Students will meet regularly and work closely with individual supervisors to initiate, research, prototype, produce and present their respective creative projects. The course will be conducted in the form of guided mentoring, small-group instruction and peer critiques. The main objective of the Studio-Thesis is to create an intensive platform for ideas exchange, media exploration and personal artistic development.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discuss the Thesis project intention with the selected advisor and finalize the creative project		x	x	x
2	Describe an artist statement that theorizes one's creative practices in relation with a broader socio-cultural context		x	x	
3	Design a creative portfolio that documents the creative process of the project		x	x	
4	Discuss the final project for peer review and critique		x		
5	Demonstrate innovative aesthetics, ideas and/or production and design techniques based on the final work		x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Classroom critique/ Guided mentoring	Students will participate in presenting and reviewing production outcomes and considering new aesthetic means	1, 2, 3, 4, 5	
2	Guided mentoring	Students will engage in regular reports on project development and design experiments	2, 3, 5	

3	Independent study and practice	Students will gain a framework for a continuous studio practice for introspective review and path-finding	1, 2, 3, 5	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Final thesis project	1, 5	60	-	Yes
2	Artist statement	2, 5	5	-	Yes
3	Creative portfolio	3	25	-	Yes
4	Thesis presentation	4	10	-	Yes

Continuous Assessment (%)

100

Examination (%)

0

Minimum Continuous Assessment Passing Requirement (%)

0

Minimum Examination Passing Requirement (%)

0

Assessment Rubrics (AR)**Assessment Task**

Final Thesis Project

Criterion

Students should demonstrate ability to apply knowledge and skills to undertake independent research, build up argument and analysis. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.

Excellent

(A+, A, A-)

- Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, demonstrating sound knowledge of the field
- Rich content, exceptional ability to integrate various resources into primary and secondary levels based on demand
- Design and conduct research which is firmly built on thorough knowledge of existing theoretical frameworks
- Evaluative judgments about existing research and demonstrate application of strong critical thinking skills
- Strong ability to approach a text or a theme using a variety of theories and analytical tools
- Strong organization of research findings with effective organization and procedural clarity at the same time demonstrating the importance of the process
- Insightful suggestion of how the research findings may lead to future research

Good

(B+, B, B-)

- Firm grasp of materials, ability to explain key concepts and assumptions
- Adequate content, strong ability to integrate various resources into primary and secondary levels based on demand
- Design and conduct research which is built on thorough knowledge of existing theoretical frameworks
- Appropriate judgments about existing research and demonstrate application of critical thinking skills

- Ability to approach a text or a theme using a variety of theories and analytical tools

Fair

(C+, C, C-)

- Comprehensive grasp of materials, able to explain key concepts
- Adequate content, fair ability to integrate various resources into primary and secondary levels based on demand
- Design and conduct research which is built on knowledge of theoretical frameworks
- Appropriate judgments about existing research
- Weak ability to approach a text or a theme using a variety of theories and analytical tools

Marginal

(D)

- Loose grasp of materials, cannot explain key concepts
- Weak content, with primary and secondary levels
- Design and conduct research which is appropriate for the research objective
- Marginal judgments about existing research
- Poor ability to approach a text or a theme using a variety of theories and analytical tools

Failure

(F)

- Poor grasp of materials
- Inadequate content, without primary and secondary levels
- Fail to design and conduct research which is appropriate for the research objective
- Fail to make reasonable judgments about existing research
- Fail to approach a text or a theme using a variety of theories and analytical tools

Assessment Task

Artist Statement

Criterion

This assessment will grade on rationality, clarity and fluency of argument and comment. The threshold of 'discovery' lies in a student's ability to negotiate a position that is informed, defensible, and standing on personal insight.

Excellent

(A+, A, A-)

- Rich content, excellent ability to interpret and integrate various resources
- Rigorous organization, coherent structure, systematic composition
- Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature
- Readiness to respond to peer opinion and other views initiated in class discussion
- Discussion shed light on new dimensions of the issue

Good

(B+, B, B-)

- Adequate content, sufficient ability to integrate various resources based on demand
- Reasonable organization with balanced structure and composition
- Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently
- Sufficient responses to peer comments to sustain a discussion

Fair

(C+, C, C-)

- Adequate content, fair ability to integrate various resources based on demand
- Fair organization with adequate structure and composition

- Relevant points made to the subject matter in question
- Ability to respond to other statements and engage in class discussion

Marginal

(D)

- Weak content, limited use of resources
- Poor organization, structure and composition
- Relevant points to the subject matter, marginal ability to interpret opinions
- Ability to respond to other comments in simple terms

Failure

(F)

- Inadequate content, no/irrelevant use of resources
 - No organization, structure or/and composition
 - Irrelevant points to the subject matter, no ability to interpret opinions
 - Fail to respond to other comments
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Assessment Task

Creative Portfolio

Criterion

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.

Excellent

(A+, A, A-)

- 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

Good

(B+, B, B-)

- 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

Fair

(C+, C, C-)

- 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 creative exploration
- Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

Marginal

(D)

- 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

Failure

- (F)
- 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
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Assessment Task

Presentation

Criterion

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.

Excellent

- (A+, A, A-)
- 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

Good

- (B+, B, B-)
- 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

Fair

- (C+, C, C-)
- 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

Marginal

- (D)
- 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

Failure

- (F)
- 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
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Part III Other Information

Keyword Syllabus

Game design and development, games as an art form, professionalism in art, gameplay aesthetics, creative portfolio

Reading List

Compulsory Readings

Title	
1	To be advised by individual advisors

Additional Readings

Title	
1	To be advised by individual advisors