

SM6350: VIDEOGRAPHIC CRITICISM

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Videographic Criticism

Subject Code

SM - School of Creative Media

Course Number

6350

Academic Unit

School of Creative Media (SM)

College/School

School of Creative Media (SM)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

Social media today has become synonymous with video-centric TikTok, Bilibili, YouTube, and Twitch, as opposed to text-based platforms such as Twitter/X and internet forums which are rapidly declining. This course will focus on online video

platforms as the main medium of contemporary knowledge transfer and online community building, and it focuses on the craft of videographic essays in a broader media history and theoretical lineage of music, theatre, and film criticism. As a course that builds upon the notion of medium-specificity, it also encourages student to practice medium-specific criticism. In a semester-long guided project, the course's knowledge production is not in the traditional form of written essays, but through producing essayistic audiovisual works that formulate a critique of works and sub(cultures) on YouTube and TikTok (and beyond) within their own conventions of screen ecologies, aesthetics, editing conventions, and readymade materials-- YouTube criticism is practiced within the medium of YouTube, utilizing both theoretical knowledge and practical know-how.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Identify the medium-specificity of video platforms and locate the connection to a broader media history.		x	x	
2	Describe the influence of online video on our contemporary perceptions of technology, aesthetics, and culture.		x	x	
3	Explain diverse media theories related to cultural criticism and link them in explaining emergent socioeconomic, aesthetic, and cultural phenomena.			x	x
4	Develop new form of criticism within the medium of online video through both theoretical and practical/technical knowledge through an elaborate audiovisual work of criticism.			x	x
5	Acquire new skills in techniques and technologies of audiovisual production embedded in the media ecology of online video.		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	Lectures	- Lectures on relevant media theories and media criticism as well as broader academic debates on social media	1, 2, 3, 4	

2	In-class discussions	- Reading relevant theories and critical analysis to find theoretical gaps and identify connections with societal issues/debates	1, 2, 3, 4	
3	Seminars/workshops	- Seminars on a wide range of research methods and theory-driven approaches to understanding the technology, aesthetics, and culture of social media - Students present their step-by-step progress of formulating an individual media criticism project: from the inception of an idea around a specific topic, to a plan or a script of executing the audiovisual work, to concrete issues encountered in the making of the work.	1, 2, 3, 4, 5	
4	Individual/group project	- Semester-long media criticism project with an audiovisual creative or artistic work	4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Participation in in-class discussion	1, 2, 3, 4	10	-	No
2	Written responses to readings	1, 2, 3, 4	20	-	No
3	In-class presentations proposing a plan or a script for the individual media criticism project	4, 5	20	-	No
4	Semester-long individual or group media criticism project with an audiovisual creative or artistic work	4, 5	50	-	No

Continuous Assessment (%)

100

Examination (%)

0

Minimum Continuous Assessment Passing Requirement (%)

0

Minimum Examination Passing Requirement (%)

0

Assessment Rubrics (AR)

Assessment Task

Participation in In-Class Discussion (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment task reviews students' participation and performance in discussions, debates and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' pre- class preparation and interpersonal sensitivity to his/her peer members.

Excellent

(A+, A, A-)

- Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points
- In-depth pre-class preparation and familiarity with peer reports and other materials
- Interpret others' views with an open mind and ready to negotiate
- Readiness to share personal insight via analysis and synthesis with informed views
- Constructively critical, thus facilitating the discovery of new issues

Good

(B+, B, B-)

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points
- Adequate pre-class preparation and familiarity with peer reports and other materials
- Interpret opinions effectively

Fair

(C+, C, C-)

- Attentive in in-class participation, listening with comprehension, but only infrequently contributing
- Adequate pre-class preparation but little familiarity with peer reports and other materials
- Fair ability in interpreting opinions

Marginal

(D)

- Unmotivated to participate in class discussion or comment on other people's views
- Little pre-class preparation and familiarity with peer reports and other materials
- Poor ability in interpreting opinions

Failure

(F)

- Unwilling to participate in class discussion and comment on other points, even when requested by the teacher
 - No pre-class preparation and familiarity with peer reports and other materials
 - Minimal ability in interpreting opinions
-

Assessment Task

Written Response to Readings (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

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
- Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature

Good

(B+, B, B-)

- Considerable content, good ability to integrate various resources based on demand
- Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently

Fair

(C+, C, C-)

- Adequate content, fair ability to integrate various resources
- Relevant points made to the subject matter in question

Marginal

(D)

- Weak content, limited use of resources
- Relevant points to the subject matter, marginal ability to interpret opinions

Failure

(F)

- Inadequate content, no/irrelevant use of resources
 - Irrelevant points to the subject matter, no ability to interpret opinions
-

Assessment Task

Individual or Group Presentation - proposing a work of social media criticism (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment will grade on content and fluency of presentation as well as the feasibility of the proposed project. Students should show their co-operation to conduct a well-organized presentation identifying a specific topic that they are interested in. Students should also show a feasible plan for an audiovisual creative or artistic work.

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

- 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

Assessment Task

Videographic criticism in the form of an individual or group audiovisual creative or artistic work (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Students should demonstrate ability to apply knowledge and skills to undertake independent research, build up argument and analysis in the form of an individual or group audiovisual creative or artistic work.

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 good 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 basic 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

Participation in In-Class Discussion (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment task reviews students' participation and performance in discussions, debates and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' pre- class preparation and interpersonal sensitivity to his/her peer members.

Excellent

(A+, A, A-)

Excellent participation and performance in discussions, debates and peer critique during the seminar sessions.

Good

(B+, B)

Good participation and performance in discussions, debates and peer critique during the seminar sessions.

Marginal

(B-, C+, C)

Marginal participation and performance in discussions, debates and peer critique during the seminar sessions.

Failure

(F)

Lack of participation and performance in discussions, debates and peer critique during the seminar sessions.

Assessment Task

Written Response to Readings (for students admitted from Semester A 2022/23 to Summer Term 2024)

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-)

Excellent rationality, clarity and fluency of argument and comment.

Good

(B+, B)

Good rationality, clarity and fluency of argument and comment.

Marginal

(B-, C+, C)

Marginal rationality, clarity and fluency of argument and comment.

Failure

(F)

Lack of rationality, clarity and fluency of argument and comment.

Assessment Task

Individual or Group Presentation - proposing a work of social media criticism (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment will grade on content and fluency of presentation as well as the feasibility of the proposed project. Students should show their co-operation to conduct a well-organized presentation identifying a specific topic that they are interested in. Students should also show a feasible plan for an audiovisual creative or artistic work.

Excellent

(A+, A, A-)

Excellent rationality, clarity and fluency of argument and comment.

Good

(B+, B)

Good rationality, clarity and fluency of argument and comment.

Marginal

(B-, C+, C)

Marginal rationality, clarity and fluency of argument and comment.

Failure

(F)

Lack of rationality, clarity and fluency of argument and comment.

Assessment Task

Videographic criticism in the form of an individual or group audiovisual creative or artistic work (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Students should demonstrate ability to apply knowledge and skills to undertake independent research, build up argument and analysis in the form of an individual or group audiovisual creative or artistic work.

Excellent

(A+, A, A-)

Excellent ability to apply knowledge and skills to undertake independent research, build up analysis, and create an audiovisual form criticism.

Good

(B+, B)

Good ability to apply knowledge and skills to undertake independent research, build up analysis, and create an audiovisual form criticism.

Marginal

(B-, C+, C)

Marginal ability to apply knowledge and skills to undertake independent research, build up analysis, and create an audiovisual form criticism.

Failure

(F)

Lack of ability to apply knowledge and skills to undertake independent research, build up analysis, and create an audiovisual form criticism.

Part III Other Information

Keyword Syllabus

Social media; Media Criticism; Film Criticism; Media Theory; Aesthetic Theory; Online Video; Video Theory; Content Curation.

Reading List

Compulsory Readings

Title	
1	Treske, A. (2015). Video Theory: Online Video Aesthetics or the Afterlife of Video. Bielefeld, Germany: Transcript.
2	Azuma, H. (2001), Otaku: Japan's Database Animals, Minneapolis, MN: University of Minnesota Press.
3	Burgess, J. & Green, J. (2009). YouTube: online video and participatory culture. Malden, MA: Polity Press.
4	Bucer, T. (2017). The algorithmic imaginary: Exploring the ordinary affects of Facebook algorithms. Information Communication and Society, 20(1), 30–44.
5	Snickars, P. & Vonderau, P. (2009), The YouTube Reader. New York: Columbia University Press.
6	Neves, Joshua & Sarkar, Bhaskar. (2017). Asian Video Cultures, Durham: Duke University Press.
7	Fyfe, Greer & Ross, Miriam (2015), How-to Video Essays, https://reframe.sussex.ac.uk/audiovisualessay/resources/how-to-guides/how-to-video-essays-by-greer-fyfe-and-miriam-ross/
8	Juhasz, A. (2011), Learning from YouTube, Cambridge, MA: MIT Press, http://vectors.usc.edu/projects/learningfromyoutube/index.php
9	Karppi, T. (2018). Disconnect: Facebook's affective bonds. University of Minnesota Press.
10	Keathley, Mittel, & Grant (2019), The Videographic Essay: Practice and Pedagogy, http://videographicessay.org/works/videographic-essay/index
11	Li, J. (2017). The Interface Affect of a Contact Zone: Danmaku on Video-Streaming Platforms. Asiascape: Digital Asia, 4, 233–256.
12	Liu, K. Z. (2020). From invisible to visible: Kwai and the hierarchical cultural order of China's cyberspace. Global Media and China, 5(1), 69–85.
13	Manovich, Lev (2020), Cultural Analytics, Cambridge, MA: MIT Press.

Additional Readings

Title	
1	Nil