### Part I  Course Overview

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Installation I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code:</td>
<td>SM3604</td>
</tr>
<tr>
<td>Course Duration:</td>
<td>One semester</td>
</tr>
<tr>
<td>Credit Units:</td>
<td>3</td>
</tr>
<tr>
<td>Level:</td>
<td>B3</td>
</tr>
<tr>
<td>Proposed Area:</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Precursors:</td>
<td>Nil</td>
</tr>
<tr>
<td>Equivalent Courses:</td>
<td>Nil</td>
</tr>
<tr>
<td>Exclusive Courses:</td>
<td>Nil</td>
</tr>
<tr>
<td>Medium of Instruction:</td>
<td>English</td>
</tr>
<tr>
<td>Medium of Assessment:</td>
<td>English</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>SM3611 New Media for Installation, Events and Performance</td>
</tr>
<tr>
<td>Precursors:</td>
<td>Nil</td>
</tr>
<tr>
<td>Equivalent Courses:</td>
<td>Nil</td>
</tr>
<tr>
<td>Exclusive Courses:</td>
<td>Nil</td>
</tr>
</tbody>
</table>
Part II Course Details

1. Abstract
   (A 150-word description about the course)

   This course is continuation of SM2606 Installation Fundamentals. It aims to introduce students an advanced level of installation technique as well as a higher degree of sophistication in installation design and media architecture.

   Students will investigate both principles and practical methods in content development, system design, installation organization and production management. This course will prepare students to articulate in theoretical perspectives relevant to installation experimentation with embodiment, visual-audio-spatial design, temporal treatments, physical fabrication, laser cutting, and alternative interfaces.

   Upon completion of this course, students are expected to be able to:

   - Demonstrate skills of using more advanced tools to orchestrate media installation.
   - Design and construct their own installation work / event from concept to completion.
   - Manage a feasible installation project with obtainable resource.
   - Identify, describe and analyze media installation with profound insight.
   - Convey a personal aesthetic about uses of technologies in their own works.

   A series of technical workshops will be conducted to help students to build their own installation project at the end of the semester.

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.)

<table>
<thead>
<tr>
<th>No.</th>
<th>CILOs#</th>
<th>Weighting* (if applicable)</th>
<th>Discovery-enriched curriculum related learning outcomes (please tick where appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Master advanced tools and skills to create media installation and creative computing applications</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Design and construct installation work / event from concept to completion to reflect students’ understanding of integration in art and technology</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3.^</td>
<td>Explore approaches in manage a feasible installation project with obtainable resource.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Identify, describe and analyze media installation with profound insight on creative media</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.^</td>
<td>Proactively create a highly positive climate to promote social interactions among team members</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

   * If weighting is assigned to CILOs, they should add up to 100%.
   # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.
   ^ Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

   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.)

<table>
<thead>
<tr>
<th>TLA</th>
<th>Brief Description</th>
<th>CILO No.</th>
<th>Hours/week (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>- Advanced level seminar / workshops on creative treatment in transformation between media technology and physical environment - Mini project in production of complex installation system</td>
<td>✓ 3 weeks</td>
<td>1 week</td>
</tr>
<tr>
<td>Workshop</td>
<td>- Workshops on creative treatment of various technical skills in installation - Tutorials in experimentation of integrating artistic / design sense and advanced technological implications - Presentation and review of students’ projects</td>
<td>✓ ✓ 2 week</td>
<td>1 week continuous</td>
</tr>
<tr>
<td>Project</td>
<td>- Planning of a feasible installation work in physical space - Production of practical installation work (preferably industry-related or cooperates into public events)</td>
<td>✓ ✓ 2 week</td>
<td>3 week</td>
</tr>
<tr>
<td>Lecture</td>
<td>- Lecture on aesthetic issue of emerging technological innovation - Presentation and review of students’ projects</td>
<td>✓ ✓ 1 week</td>
<td>continuous</td>
</tr>
</tbody>
</table>
4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

<table>
<thead>
<tr>
<th>Assessment Tasks/Activities</th>
<th>CILO No.</th>
<th>Weighting*</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment: 100%</td>
<td></td>
<td></td>
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<tr>
<td>Mini class project on physical installation</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Group visit to sites / events of associated industries and art communities</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Survey on current innovative installation examples</td>
<td>✓</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Planning and producing a more sophisticated installation work / event with emphasis on critical analysis of design issues and problem solving in content development</td>
<td>✓</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Coordinate possible academic exchange between related industry experts and professional artists</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Critique of installation / event reflecting one’s own innovative thought</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Examination: 0% (duration: --, if applicable)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*The weightings should add up to 100%.*

100%
5. **Assessment Rubrics**

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

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Criterion</th>
<th>Excellent (A+, A, A-)</th>
<th>Good (B+, B, B-)</th>
<th>Fair (C+, C, C-)</th>
<th>Marginal (D)</th>
<th>Failure (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Project, Group Visits</td>
<td>Students’ participation and performance in discussions, debates and other class activities and tutorials…. Students have to show their pre-class preparation.</td>
<td>Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points</td>
<td>Active in-class participation, positive listening, ability to initiate class discussion and comment on other points</td>
<td>Attentive in in-class participation, listening with comprehension, but only infrequently contributing</td>
<td>Unmotivated to participate in class discussion or comment on other people’s views</td>
<td>Unwilling to participate in class discussion and comment on other points, even when requested by the teacher</td>
</tr>
<tr>
<td></td>
<td>In-depth pre-class preparation and familiarity with peer reports and other materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No pre-class preparation and familiarity with peer reports and other materials</td>
</tr>
<tr>
<td></td>
<td>Interpret others’ views with an open mind and ready to negotiate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Minimal ability in interpreting opinions</td>
</tr>
<tr>
<td></td>
<td>Readiness to share personal insight via analysis and synthesis with informed views</td>
<td></td>
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<tr>
<td></td>
<td>Constructively critical, thus facilitating the discovery of new issues</td>
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<tr>
<td>2. Survey on Current Installation Examples</td>
<td>Students should demonstrate ability to apply knowledge and skills to undertake</td>
<td>Excellent grasp of materials, ability to explain key concepts,</td>
<td>Firm grasp of materials, ability to explain key concepts and</td>
<td>Comprehensive grasp of materials, able to explain key concepts,</td>
<td>Loose grasp of materials, cannot explain key concepts,</td>
<td>Poor grasp of materials, inadequate content, without primary and secondary</td>
</tr>
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</tbody>
</table>

*Course Syllabus*

*Jun 2017*
<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Criterion</th>
<th>Excellent (A+, A, A-)</th>
<th>Good (B+, B, B-)</th>
<th>Fair (C+, C, C-)</th>
<th>Marginal (D)</th>
<th>Failure (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>independent research, build up argument and analysis.</td>
<td>- assumptions, and debates, demonstrating sound knowledge of the field&lt;br&gt;- Rich content, exceptional ability to integrate various resources into primary and secondary levels based on demand;&lt;br&gt;- Design and conduct research which is firmly built on thorough knowledge of existing theoretical frameworks&lt;br&gt;- Evaluative judgments about existing research and demonstrate application of strong critical thinking skills&lt;br&gt;- Strong ability to approach a text or a theme using a variety of theories and analytical tools&lt;br&gt;- Strong organization of</td>
<td>- Adequate content, strong ability to integrate various resources into primary and secondary levels based on demand;&lt;br&gt;- Design and conduct research which is built on knowledge of theoretical frameworks&lt;br&gt;- Appropriate judgments about existing research&lt;br&gt;- Weak ability to approach a text or a theme using a variety of theories and analytical tools</td>
<td>- Adequate content, fair ability to integrate various resources into primary and secondary levels based on demand;&lt;br&gt;- Design and conduct research which is built on knowledge of theoretical frameworks&lt;br&gt;- Appropriate judgments about existing research&lt;br&gt;- Poor ability to approach a text or a theme using a variety of theories and analytical tools</td>
<td>- primary and secondary levels&lt;br&gt;- Design and conduct research which is appropriate for the research objective&lt;br&gt;- Marginal judgments about existing research&lt;br&gt;- Weak ability to approach a text or a theme using a variety of theories and analytical tools</td>
<td>- secondary levels&lt;br&gt;- Fail to design and conduct research which is appropriate for the research objective&lt;br&gt;- Fail to make reasonable judgments about existing research&lt;br&gt;- Fail to approach a text or a theme using a variety of theories and analytical tools</td>
<td></td>
</tr>
<tr>
<td>Assessment Task</td>
<td>Criterion</td>
<td>Excellent (A+, A, A-)</td>
<td>Good (B+, B, B-)</td>
<td>Fair (C+, C, C-)</td>
<td>Marginal (D)</td>
<td>Failure (F)</td>
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</tr>
<tr>
<td><strong>3. Installation Work / Event Planning and Producing</strong></td>
<td>Students should demonstrate ability to utilize primary and secondary sources, execute creative ideas and projects.</td>
<td>- Work has strong affective quality and the articulation of personal styles and signature</td>
<td>- Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium</td>
<td>- Basic appreciation and/or application of the aesthetic and expressive qualities of the medium</td>
<td>- Marginal appreciation of the aesthetic and expressive qualities of the medium</td>
<td>- No appreciation of the aesthetics and expressive qualities of the medium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium</td>
<td>- Ability to create project/ work that demonstrate the processes of thinking and creative exploration</td>
<td>- Limited ability to create project/ work that demonstrate the processes of thinking and creative exploration</td>
<td>- Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration</td>
<td>- Fail to create project/ work that demonstrate the processes of thinking and creative exploration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Work raises questions and instill insights about the process of conception, creative strategization and production</td>
<td>- Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc)</td>
<td>- Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available</td>
<td>- Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available</td>
<td>- Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available</td>
</tr>
<tr>
<td>Assessment Task</td>
<td>Criterion</td>
<td>Excellent (A+, A, A-)</td>
<td>Good (B+, B, B-)</td>
<td>Fair (C+, C, C-)</td>
<td>Marginal (D)</td>
<td>Failure (F)</td>
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<tr>
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</tbody>
</table>
| 4. Critique of Installation / Event | This assessment will grade on rationality, clarity and fluency of argument and comment. | - 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 | - 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 | - 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 | - 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 | - 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 |
<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Criterion</th>
<th>Excellent (A+, A, A-)</th>
<th>Good (B+, B, B-)</th>
<th>Fair (C+, C, C-)</th>
<th>Marginal (D)</th>
<th>Failure (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>grounded in insightful interpretation of existing literature</td>
<td>clearly differentiated issues, ability to interpret opinions independently</td>
<td>engage in class discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Readiness to respond to peer opinion and other views initiated in class discussion</td>
<td>– Sufficient responses to peer comments to sustain a discussion</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>– Discussion shed light on new dimensions of the issue</td>
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</tbody>
</table>

**Note:** All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.
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.)

   Advanced installation technique, wearable technology, sensing devices, media architecture, content development, system design, installation organization, production management, visual-audio-spatial design, temporal treatments, physical computing, motion sensing / detection, gesture recognition, alternative interfaces, personal aesthetic, technology-based installation, emerging technologies, physical space, digital space, Virtual Reality, Mixed-Reality, Augmented Reality, multi-dimensional perspectives (3D, 4D, 5D), Artificial Life, Artificial intelligence, physical materials, fabrication, metal, wood, plastic, plexiglass, electronics, laser cut, floor plan, technical sketch, project proposal, project plan, production management, digital computing, experience design, user-interface design, multimedia, interactivity, dynamic space, creativity.

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.)

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<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lorenc, Jan, Skolnick, Berger Craig, <em>What is Exhibition Design?</em> Page One, 2007</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2.</td>
<td><em>Art@science</em> by Christa Sommerer and Laurent Mignonneau, eds, Wien; New York: Springer, c1998</td>
</tr>
</tbody>
</table>