City University of Hong Kong
Course Syllabus

offered by School of Creative Media
with effect from Semester A 2018 /19

Part I   Course Overview

Course Title:	Interactive Narrative
Course Code:	SM2260
Course Duration:	One semester
Credit Units:	3
Level:	B2

Proposed Area:
(for GE courses only)

☐ Arts and Humanities
☐ Study of Societies, Social and Business Organisations
☐ Science and Technology

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
   (A 150-word description about the course)

"Interactive storytelling" is a significant property in the development of new media and digital entertainment. This course will examine the essentials of storytelling technique gears towards interactive context. We will go through important topics from fundamentals of interactivity and storytelling, development issues, design elements, to technologies for implementing interactive storytelling. It aims to provide a deeper scope on students' proficiency on interactive design, in order to equip them to be innovative content provider and designer in digital entertainment sectors such as game design industry as well as other interactive art.

This course is not a conventional writing class, but a practicum to motivate dynamic thinking and creativity plus active involvement in practical experimentation on media narration possibilities. Different interactive inventions (games, digital architecture, installation, screen media, live events) and their storytelling techniques will be studied. Students should prepare to "express," "play" and "create" with a critical mind.

The mode of study will include:
- Participatory lecturing
- Dynamic workshop
- Presentation of work
- Review and critique

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.	Capture a more profound way in implementing interactive storytelling		✔		
2.	Acquire a broad understanding in digital content development		✔		
3.	Amplify self-awareness in realizing his/her own creative potential through new ways of media narrative			✔	
4.	Create new forms of storytelling approach			✔	
5.^	General personal insight as a result of critical interpretation of the subject matter				✔

* If weighting is assigned to CILOs, they should add up to 100%. 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.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Workshop	Workshops digital storytelling technique; Project production and experimentation.	✓						
Lecture	Lecture & workshops on related topics; Demonstration of interactive products in digital entertainment and art field		✓					
Workshop	Workshops in self-discovery, Individual presentation; small group review and discussion; Participation in collaborative assignments			✓	✓	✓		
Presentation & report	Coursework presentation & discussion				✓	✓		

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%								
Individual presentation in an original idea applying non-traditional storytelling techniques	✓	✓					20%	
Interactive Character Design Project (art-driven / story-driven) – focus on game environment or other digital entertainment platforms		✓	✓	✓	✓		25%	
Produce interactive narrative products to reflect one's authentic thoughts (Conceptual design & content development);	✓	✓	✓	✓	✓		35%	
Workshops participation; group discussion	✓	✓	✓	✓	✓		20%	
Examination: 0% (duration: , if applicable)								

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.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual 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	– 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	– 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	– 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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		expression and appropriate diction, exact time-management − Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize				
2. Interactive 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	− 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	− 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	− 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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		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	thinking and creative exploration − Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions	exploration − Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available	strategies in response to resources (time, space, equipment, etc) available	response to resources (time, space, equipment, etc) available

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment				
3. Workshop Participation / Group Discussion	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.	− 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	− 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	− 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	− 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	− 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	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		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		opinions		

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.)

    - Core concept of interactive storytelling - Story and Interactivity, Styles of Thinking, Concept Development, Abstraction & Verb Thinking;
    - Strategies for Interactive Storytelling - Environmental Strategies, Data-Driven Strategies, Language-Based Strategies;
    - Core Technologies for Interactive Storytelling - Personality Models, Drama Managers, Verbs and Events, Flow of information in dramatic expression, Anticipation, Sequencing, Development Environments for interactive storytelling;
    - Applications – Distant Relatives, Prognostications;
    - Aesthetics of interactive storytelling;
    - Role of storyteller in interactive environment.

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.)

    Note: Various games and related materials will be investigated during class

1.	Koenitz, Hartmut (Ed), Interactive Digital Narrative: History, Theory and Practice, Routledge, 2015.
2.	Crawford, C. Chris Crawford on Interactive Storytelling, New Riders, 2005.

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

1.	Meadows, M.S., Pause & Effect, The Art Of Interactive Narrative, New Riders, 2003.
2.	Crawford, C. The Art of Interactive Design, New Riders, 2003.