

**City University of Hong Kong  
Course Syllabus**

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

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**Part I Course Overview**

**Course Title:** Special Topics in Creative Media

**Course Code:** SM3733

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B3

Arts and Humanities

**Proposed Area:**  Study of Societies, Social and Business Organisations  
*(for GE courses only)*  Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** Nil  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

*(A 150-word description about the course)*

This course aims to provide a broader exploration of one or more topics in Creative Media. The topic and content of this course varies from semester to semester. Relevant topics may include (but not limited to) Media Art, Media Archeology, New Media, Data Visualization, Kinetic works, Programmed works, Installation Art or other specific areas of arts and culture related subjects in Creative Media. This course also aims to provide the flexibility to take advantage of unplanned opportunities in new media art creation made available to us (e.g. visiting artists, unique datasets, focused topics) as well as allow materials and innovations from faculty's research to be turned into valuable learning experiences for students.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Critically analyze issues and ideas discussed in the course		X		
2. ^	Create and design art work or performance			X	X
3.	Apply techniques relevant to the topic of the course			X	X
4. ^	Combine skills and knowledge from creative media		X	X	
		100%			

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

<sup>#</sup> 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			
Lectures and discussion	Lectures, demonstrations, and class discussion	✓						
Project development	Idea proposal and Project development	✓	✓					
Exercises	Hands-on exercises with students taking up different posts in a team		✓	✓	✓			

**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				
Continuous Assessment: <u>  </u> 100%								
Participation in all aspects of coursework	✓							
Individual project & presentations		✓	✓	✓				
Individual effort in group project		✓	✓	✓				
Examination: <u>  </u> 0% (duration: _____, if applicable)								

\* The weightings should add up to 100%.

100%
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## 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. Participation and Performance	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.	<ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points</li> <li>• In-depth pre-class preparation and familiarity with peer reports and other materials</li> <li>• Interpret others' views with an open mind and ready to negotiate</li> <li>• Readiness to share personal insight via analysis and synthesis with informed views</li> <li>• Constructively</li> </ul>	<ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, ability to initiate class discussion and comment on other points</li> <li>• Adequate pre-class preparation and familiarity with peer reports and other materials</li> <li>• Interpret opinions effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Attentive in in-class participation, listening with comprehension, but only infrequently contributing</li> <li>• Adequate pre-class preparation but little familiarity with peer reports and other materials</li> <li>• Fair ability in interpreting opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Unmotivated to participate in class discussion or comment on other people's views</li> <li>• Little pre-class preparation and familiarity with peer reports and other materials</li> <li>• Poor ability in interpreting opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Unwilling to participate in class discussion and comment on other points, even when requested by the teacher</li> <li>• No pre-class preparation and familiarity with peer reports and other materials</li> <li>• Minimal ability in interpreting opinions</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		critical, thus facilitating the discovery of new issues				
2. Project	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.	<ul style="list-style-type: none"> <li>• Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, demonstrating sound knowledge of the field</li> <li>• Rich content, exceptional ability to integrate various resources into primary and secondary levels based on demand;</li> <li>• Design and conduct research which is firmly built on thorough knowledge of existing</li> </ul>	<ul style="list-style-type: none"> <li>• Firm grasp of materials, ability to explain key concepts and assumptions</li> <li>• Adequate content, strong ability to integrate various resources into primary and secondary levels based on demand;</li> <li>• Design and conduct research which is built on thorough knowledge of existing theoretical frameworks</li> <li>• Appropriate judgments about</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive grasp of materials, able to explain key concepts</li> <li>• Adequate content, fair ability to integrate various resources into primary and secondary levels based on demand</li> <li>• Design and conduct research which is built on knowledge of theoretical frameworks</li> <li>• Appropriate judgments about existing research</li> <li>• Weak ability to approach a text or a theme using a</li> </ul>	<ul style="list-style-type: none"> <li>• Loose grasp of materials, cannot explain key concepts</li> <li>• Weak content, with primary and secondary levels</li> <li>• Design and conduct research which is appropriate for the research objective</li> <li>• Marginal judgments about existing research</li> <li>• Poor ability to approach a text or a theme using a variety of theories and analytical tools</li> </ul>	<ul style="list-style-type: none"> <li>• Poor grasp of materials</li> <li>• Inadequate content, without primary and secondary levels</li> <li>• Fail to design and conduct research which is appropriate for the research objective</li> <li>• Fail to make reasonable judgments about existing research</li> <li>• Fail to approach a text or a theme using a variety of theories and analytical tools</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		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	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	variety of theories and analytical tools		

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		suggestion of how the research findings may lead to future research				
3. 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.	<ul style="list-style-type: none"> <li>Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter</li> <li>Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative</li> <li>Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact</li> </ul>	<ul style="list-style-type: none"> <li>Adequate content with firm grasp of the material that informs the audience on a subject matter</li> <li>Reasonable organization, balanced structure and composition</li> <li>Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management</li> </ul>	<ul style="list-style-type: none"> <li>Adequate content With comprehensive grasp of the material demonstrating basic knowledge of the subject matter</li> <li>Fair organization, weak structure and composition</li> <li>Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management</li> </ul>	<ul style="list-style-type: none"> <li>Weak content, loose grasp of the general ideas with some knowledge of the subject matter</li> <li>Poor organization, structure and composition</li> <li>Poor presentation skills: marginal pronunciation, expression and diction, poor time-management</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate content, fail to identify the general ideas with knowledge of the subject matter</li> <li>No organization, structure or/and composition</li> <li>Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		time-management • Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize				

**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.)*

To be determined 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.)*

To be determined on a case by case basis.

**2.2 Additional Readings**

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

To be determined on a case by case basis.