City University of Hong Kong
Course Syllabus

offered by School of Creative Media
with effect from Semester A 2024/25

Part I   Course Overview

Course Title: **Topics in Interactive**

Course Code: **SM5346**

Course Duration: **One semester**

Credit Units: **3**

Level: **P5**

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**

This place-holder course aims to provide the flexibility to take advantage of unplanned opportunities and resources in Interactive made available to us. Students are given the opportunity to have their learning experience enriched by artists-in-residence or scholars of temporary residence in Hong Kong.   SCM faculties may also, from time to time, offer topical seminars on interactive on an issue that is not already covered by currently listed classes.

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.	Gain insight into aspects of interactive that are not already covered in the currently listed SCM courses.		✓		
2.	Create a new research agenda in response to topics and methods raised in the course.		✓	✓	
3.	Execute creative and research projects to verify new ideas			✓	✓
		100%			

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.

3.   **Learning and Teaching Activities (LTAs)**
(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.			Hours/week (if applicable)
		1	2	3	
Lectures	The instructor will present concepts, theories and case studies in selected issues pertaining to interactive.	✓	✓	✓	
Class discussions	Both in-class and in external fora will engage students in debates and explorations.	✓	✓	✓	
Research	Students use relevant materials to write papers or create artistic projects as set by the instructor.	✓	✓	✓	

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		
Continuous Assessment: 100%					
Reaction papers	✓	✓	✓		
Creative projects	✓	✓	✓		
In-class discussion and critique of classmates' work	✓	✓	✓		
Examination: 0% (duration: , if applicable)					
				100%	

5. Assessment Rubrics

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

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assessment of in-class critique and class participation	The student's performance is accessed based on his/her participation, knowledge of the scope in discussion, and engagement for critical analysis and exchange.	− Active in-class participation, positive listening, strong ability to stimulate and positively steer class discussion. − Evidence of extensive pre-class preparation and familiarity with peer reports. − Readiness to share informed personal insights. − Constructively critical, thus facilitating the discovery of new issues.	− Active in-class participation, positive listening, ability to initiate and contribute to class discussion. − Adequate pre-class preparation and familiarity with peer reports.	− Attentive in in-class participation, listening with comprehension, infrequent contribution. − Adequate pre-class preparation and familiarity with peer reports.	− Unmotivated to participate in in-class discussion. − Inadequate pre-class preparation.	− Unwilling to participate in in-class discussion even when requested by the instructor. − No evidence of pre-class preparation.
2. Assessment of Creative Projects	This assessment is based on the originality of the project, the student's creativity and competence on the execution, and the quality of the final work.	− Work has strong affective quality and the articulation of personal styles and signature.	− Strong appreciation, exploration and/or application of the aesthetic and expressive	− Basic appreciation and/or application of the aesthetic and expressive qualities of the medium.	− Marginal appreciation of the aesthetic and expressive qualities of the medium − Limited adjustment of	− Little to no appreciation of the aesthetics and expressive qualities of the medium. − Fail to adjust plans and

		− Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium. − Refined execution, evidence of a high level of technical competency. − Highly efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment.	qualities of the medium. − Successful execution, evidence of a satisfactory level of technical competency. − Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions	− Evidence of an adequate level of technical competency. − Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available	plans and strategies in response to resources (time, space, equipment, etc) available	strategies in response to resources (time, space, equipment, etc) available.
3. Assessment of Papers	This assessment is based on the insight of the research argument, its articulation and delivery. Further assessment is also made on the presentation of the paper and the student's response to the discussion raised about it.	− Rich content, excellent ability to interpret and integrate various resources − Rigorous organization, coherent structure, systematic composition	− Adequate content, sufficient ability to integrate various resources based on demand − Reasonable organization with balanced	− Adequate content, fair ability to integrate various resources based on demand − Fair organization with adequate structure and composition	− Weak content, limited use of resources − Poor organization, structure and composition − Relevant points to the subject matter, marginal ability to	− Inadequate content, no/ irrelevant use of resources − No organization, structure or/and composition − Irrelevant points to the subject matter, no ability to

		– 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	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	– Relevant points made to the subject matter in question – Ability to respond to other statements and engage in class discussion	interpret opinions – Ability to respond to other comments in simple terms	interpret opinions – Fail to respond to other comments

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Assessment of in-class critique and class participation	The student's performance is accessed based on his/her participation, knowledge of the scope in discussion, and engagement for critical analysis and exchange.	− Active in-class participation, positive listening, strong ability to stimulate and positively steer class discussion. − Evidence of extensive pre-class preparation and familiarity with peer reports. − Readiness to share informed personal insights. − Constructively critical, thus facilitating the discovery of new issues.	− Active in-class participation, positive listening, ability to initiate and contribute to class discussion. − Adequate pre-class preparation and familiarity with peer reports.	− Unmotivated to participate in in-class discussion. − Inadequate pre-class preparation.	− Unwilling to participate in in-class discussion even when requested by the instructor. − No evidence of pre-class preparation.
2. Assessment of Creative Projects	This assessment is based on the originality of the project, the student's creativity and competence on the execution, and the quality of the final work.	− 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. − Refined execution, evidence of a high level of technical competency.	− Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium. − Successful execution, evidence of a satisfactory level of technical competency. − Proper adjustment of plans and strategies in response to resources (time,	− Marginal appreciation of the aesthetic and expressive qualities of the medium − Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available	− Little to no appreciation of the aesthetics and expressive qualities of the medium. − Fail to adjust plans and strategies in response to resources (time, space, equipment, etc) available.

		– Highly efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment.	space, equipment, etc) available and constructive feedback/ suggestions		
3. Assessment of Papers	This assessment is based on the insight of the research argument, its articulation and delivery. Further assessment is also made on the presentation of the paper and the student's response to the discussion raised about it.	– 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	– 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	– 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

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 by the instructor 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.)

1.	To be advised by the course tutor.

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

1.	To be advised by the course tutor.