

**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 Media Worlding
Course Code:	SM5347
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course provides a new understanding on “worlding” as an inclusive lateral design media platform crossing audio visual, traditional and contemporary media. First popularized by Heidegger in Being and Time (1927), he turned the noun (world) into the active verb (worlding), a gerundive and generative process of world making, world becoming and (as he puts it) world “bringing-near.” For Heidegger, worlding is always meaning giving and already ongoing (i.e. never not worlding). The course on media worlding explores the evolution of digital photography, film, video, computer games, audio and sound art, from traditional aesthetics, framing, composition and the transfer from those values to contemporary media forms such as but not limited to: Future Cinema, Interactive film, Hybrid Photography, experimental synesthetic audio production and crossing media outcomes.

The course will cover new trends in media based worlding; how different genres and definitions have been developing, and how digital renovation enables possibilities; affecting our way of seeing and modelling our trends. Employing advanced technique, new media and wider content would expand aesthetics and our vocabulary in creative process. Through experiments and exercises, students will not only have a theoretical understanding of media worlding, but gain as well technical understanding of contemporary platforms of expression such as Virtual Reality, Augmented Reality, Expanded cinema and sonic experience.

As we expand our vocabulary and methodology in image, space and sound conceptualisation as well as employing revolutionary techniques, new media and mobile content, we embrace a new media worlding as a creative means in cross discipline and evolving challenges.

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.	Understand and cultivate new trends in media worlding		✓	✓	
2.	Independently create media concepts for fine arts and design practices		✓	✓	
3.	Explore digital Cinema and Sound as a time based medium			✓	
4.	Work with up-to-date digital techniques to expand the digital media worlding genre		✓	✓	
5.	Evolve traditional methods of imaging to discover new possibilities of visual display in contemporary digital imaging, sound, cinema and associated media			✓	✓
6.	Combine artistic creativity and technical knowledge to create works that demonstrate a personal style/ signature			✓	✓
		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	4	5	6	
Lecture	Introduction to traditional Media format: <ul style="list-style-type: none"> • Cinematography • Sound • Photography 	✓	✓				✓	1hr/wk
Lecture	Media Worlding <ul style="list-style-type: none"> • Images vs Text • Time based photography • Video and Photo Hybrid • VR and AR • Game worlding 			✓	✓	✓	✓	1hr/wk
Lecture	Into the Future: What next? <ul style="list-style-type: none"> • Future cinema • Performative media • Mobile device, locative media • Installation & Alternative Presentation • megapixels and beyond • Innovation in Imaging Display 				✓	✓	✓	1hr/wk
Workshop	Workshop on digital media worlding technology				✓	✓		1hr/wk
Student Presentation	Assignment presentation				✓	✓	✓	20mins/wk

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	6		
Continuous Assessment: 100%								
Creative Project	✓	✓	✓	✓	✓	✓	60%	
Assignment Presentation and Critique				✓	✓	✓	20%	
Writing on selected topic	✓	✓	✓				20%	
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. 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"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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

		opening up new issues, or suggesting the ability to theorize				
2. Creative Project / Technical Project / Portfolio	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.	<ul style="list-style-type: none"> – 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 – 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- 	<ul style="list-style-type: none"> – 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 thinking and creative exploration – Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions 	<ul style="list-style-type: none"> – 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 exploration – Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available 	<ul style="list-style-type: none"> – 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 strategies in response to resources (time, space, equipment, etc) available 	<ul style="list-style-type: none"> – 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 response to resources (time, space, equipment, etc) available

		<p>disciplinary project</p> <ul style="list-style-type: none"> – Efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment 				
3. Topic essay	<p>Students should demonstrate ability to research and transform primary and secondary sources to articulate a theoretical basis of their work in Media worlding. The threshold of ‘discovery’ lies in a student’s proactively developing a critical opinion and theory to transform course material into self-owned authorship.</p>	<ul style="list-style-type: none"> – 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- 	<ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> – 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

		<ul style="list-style-type: none"> management – Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize 				
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Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. 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"> – 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 concepts. – Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management 	<ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> – Satisfactory 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 	<ul style="list-style-type: none"> – Unsatisfactory 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

		<ul style="list-style-type: none"> - Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize 			
2. Creative Project / Technical Project / Portfolio	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.	<ul style="list-style-type: none"> - Work has strong affective quality and the articulation of personal styles and signature - Excellent appreciation, exploration and/or application of the applied techniques, strong conceptual development based on intensive research and knowledge of related projects in the field and innovative concepts. 	<ul style="list-style-type: none"> - Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium. - Creative approach and good demonstration of the techniques applied. - Convincing concept and its development into the final project. 	<ul style="list-style-type: none"> - Basic appreciation and/or application of the aesthetic and expressive qualities of the medium - Limited ability to create project/ work that represents the intended concept, superficial research in the field. 	<ul style="list-style-type: none"> - No appreciation of the aesthetics and expressive qualities of the medium - Fail to create project/ work that demonstrate the processes of thinking and creative
3. Topic essay	Students should demonstrate ability to research and transform primary and secondary sources to articulate a theoretical basis of their work in Media worlding. The threshold of ‘discovery’ lies in a student’s proactively developing a critical opinion and theory to transform course material into self-owned authorship.	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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, 	<ul style="list-style-type: none"> - Satisfactory 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, 	<ul style="list-style-type: none"> - 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

		<ul style="list-style-type: none"> - Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management - Critical analysis with insightful comments opening up new perspectives, or suggesting the ability to theorize 	<p>fluent expression and diction, fair time-management</p>	<p>expression and diction, fair time-management</p>	<p>diction, minimal time-management</p>
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Other specific rubrics may be included depending on the nature of assessment tasks assigned by the course leader. Normally, material to be assessed may include analytical essays, historical and theoretical research projects, creative/practical projects, oral presentations, and participation in online and in-class discussions.

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.)

Photography, Cinematography, Augmented Reality, Virtual Reality, Game world, Sonification

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.	Sontag, Susan. 1977. <i>On Photography</i> . New York. Farrar, Straus and Giroux.
2.	Bathes, Roland. 1981. <i>Camera Lucida: Reflections on Photography</i> . New York. Hill and Wang.
3.	Barthes, Roland. 1978. <i>Images, Music, Text</i> . New York. Hill and Wang.
4.	Perkis, Philip. 2001. <i>Teaching Photography</i> . New York. OB Press.
5.	Badger, Barry. 2004. <i>The Photobook: A History, Vol. 1 & 2</i> . New York. Phaidon Press.
6.	Frank, Robert. 1959. <i>The Americans</i> . New York. Grover Press
7.	Goldin, Nan. 2005. <i>The Ballad of Sexual Dependency</i> . New York. Aperture.
8.	Trend, David. 2015. <i>Worlding: Identity, Media, and Imagination in a Digital Age</i> . Routledge.
9.	Rickert, Thomas, and Michael Salvo. "The distributed Gesamtkunstwerk: Sound, worlding, and new media culture." <i>Computers and composition</i> 23, no. 3 (2006): 296-316.

2.2 Additional Readings

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

Nil