

**City University of Hong Kong
Course Syllabus**

**offered by School of Creative Media
with effect from Semester A 2017 /18**

Part I Course Overview

Course Title: Topics in Media History and Theory I

Course Code: SM5318

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 course is an exploration of one or more topics in media history and theory. The topics covered in this course will vary from one semester to the next and will depend upon student and instructor interests. Relevant topics may include (but are not limited to) historical perspectives on: film genres and styles; the relationship between media technologies and culture; creative movements; local, national, regional, or global media cultures; media audience study and analysis; specific areas of media theory.

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.	Account for and discuss the key ideas introduced in the class	At the discretion of the course leader	✓	✓	
2.^	Analyze issues and ideas relevant to the topic of the class	At the discretion of the course leader	✓	✓	
3.^	Conceive and execute research projects relevant to the topic of the class	At the discretion of the course leader		✓	✓
		100%			

^ 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	6	
Lectures/discussions	Lectures and discussions involving key concepts, work, and artists relevant to media history and theory	✓	✓					
	Proposals for historical and theoretical research projects on media-related topics			✓				
	Drafts and final version of research project			✓				
	Participation in and contribution to class projects	✓	✓	✓				

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%								
At the discretion of the course leader; normally, material to be assessed may include analytical essays, historical and theoretical research projects, oral presentations, and participation in online and in-class discussions.	✓	✓	✓					
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.)

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	This assessment task reviews students' participation and performance in discussions, research and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' sensibility to art and interpersonal sensitivity to his/her peer members.	<ul style="list-style-type: none"> – 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. 	<ul style="list-style-type: none"> – Active in-class participation, positive listening, ability to initiate and contribute to class discussion. – Adequate pre-class preparation and familiarity with peer reports. 	<ul style="list-style-type: none"> – Attentive in in-class participation, listening with comprehension, infrequent contribution. – Adequate pre-class preparation and familiarity with peer reports. 	<ul style="list-style-type: none"> – Unmotivated to participate in in-class discussion. – Inadequate pre-class preparation. 	<ul style="list-style-type: none"> – Unwilling to participate in in-class discussion even when requested by the instructor. – No evidence of pre-class preparation.
2. Assessment of Creative Projects	The evidence of 'discovery' lies in the students' demonstrated ability to address and approach problems in multiple perspectives.	<ul style="list-style-type: none"> – Work has strong affective quality and the articulation of personal styles and signature. – Excellent appreciation, exploration and/or 	<ul style="list-style-type: none"> – Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium. – Successful 	<ul style="list-style-type: none"> – Basic appreciation and/or application of the aesthetic and expressive qualities of the medium. 	<ul style="list-style-type: none"> – Marginal appreciation of the aesthetic and expressive qualities of the medium – Limited adjustment of 	<ul style="list-style-type: none"> – Little to no appreciation of the aesthetics and expressive qualities of the medium. – Fail to adjust

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<p>application of the aesthetic and expressive qualities of the medium.</p> <ul style="list-style-type: none"> – 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. 	<p>execution, evidence of a satisfactory level of technical competency.</p> <ul style="list-style-type: none"> – 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"> – Evidence of an adequate level of technical competency. – Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available 	<p>plans and strategies in response to resources (time, space, equipment, etc) available</p>	<p>plans and strategies in response to resources (time, space, equipment, etc) available.</p>
3. Assessment of Papers	Students should demonstrate ability to utilize primary and secondary sources, execute creative ideas and projects.	<ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> – 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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		existing literature – Readiness to respond to peer opinion and other views initiated in class discussion – Discussion shed light on new dimensions of the issue	– Sufficient responses to peer comments to sustain a discussion	statements and engage in class discussion	simple terms	other comments

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.

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.)

1.	To be arranged
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2.2 Additional Readings

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

1.	To be arranged
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