

**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: Playable Mobile Media

Course Code: SM5340

Course Duration: 1 semester

Credit Units: 3 credits

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 aims at examining, in both creative and conceptual ways, the range of expressive means afforded by mobile media, like tablets, smartphones and other such devices. In lectures, mobile media will be contextualised in relation to other relevant technocultural developments. Students will be exposed to current best practices of playable mobile media and mobile games, and, interactive audiovisual art and hardware hacking in the context of mobile platforms. Students will explore the potentiality of playful and playable audiovisual applications that make use of the medium-specific characteristics of mobile media, such as location information, sensors, and wireless networking, by e.g. developing apps for existing mobile platforms, writing a research essay on the topic, or, building their own mobile hardware installations.

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.	Describe the medium-specific characteristics of mobile media		✓		
2.^	Understand the tools and development process for mobile applications		✓	✓	
3.^	Conceive and execute research/creative projects that make use of insights from the class		✓	✓	✓
		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	
Lectures	Lectures and discussions involving key concepts, work, and artists relevant to mobile media	✓	✓		
Proposal writing	Proposals for research/creative projects on mobile media	✓	✓	✓	
Final projects	Drafts and final version of projects	✓	✓	✓	
In class participation	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		
Continuous Assessment: 100%					
Project proposal, presentation, final assignment	✓	✓	✓	100%	
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. 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"> - 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 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 opinions 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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
2. Project	Students should demonstrate ability to apply knowledge and skills to undertake independent	<ul style="list-style-type: none"> - Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, 	<ul style="list-style-type: none"> - Firm grasp of materials, ability to explain key concepts and assumptions 	<ul style="list-style-type: none"> - Comprehensive grasp of materials, able to explain key concepts - Adequate 	<ul style="list-style-type: none"> - Loose grasp of materials, cannot explain key concepts - Weak content, with primary and 	<ul style="list-style-type: none"> - Poor grasp of materials - Inadequate content, without primary and secondary levels

	<p>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.</p>	<p>demonstrating sound knowledge of the field</p> <ul style="list-style-type: none"> - Rich content, exceptional ability to integrate various resources into primary and secondary levels based on demand; - Design and conduct research which is firmly built on thorough knowledge of existing 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 	<ul style="list-style-type: none"> - Adequate content, strong ability to integrate various resources into primary and secondary levels based on demand; - Design and conduct research which is built on thorough knowledge of existing theoretical frameworks - Appropriate judgments about 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 	<p>content, fair ability to integrate various resources into primary and secondary levels based on demand</p> <ul style="list-style-type: none"> - Design and conduct research which is built on knowledge of theoretical frameworks - Appropriate judgments about existing research - Weak ability to approach a text or a theme using a variety of theories and analytical tools 	<p>secondary levels</p> <ul style="list-style-type: none"> - Design and conduct research which is appropriate for the research objective - Marginal judgments about existing research - Poor ability to approach a text or a theme using a variety of theories and analytical tools 	<ul style="list-style-type: none"> - Fail to design and conduct research which is appropriate for the research objective - Fail to make reasonable judgments about existing research - Fail to approach a text or a theme using a variety of theories and analytical tools
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		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"> - 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 opening up new issues, or suggesting the ability to theorize 	<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

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.)

Mobile media, mobile games, apps, playable art, hardware hacking

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.	Unger, K. & Novak, J. (2011) <i>Game Development Essentials: Mobile Game Development</i> . Cengage Learning.
2.	Goggin, G. (2010). <i>Global Mobile Media</i> . Routledge.
3.	Zechner, M. & Green, R. (2012) <i>Beginning Android Games</i> . Apress.
4.	Drake, J.J., Lanier, Z., Mulliner, C. Fora, O.P., Ridley, S.A. & Wicherski, G. (2014) <i>Android Hackers Handbook</i> . Wiley.
5.	Monk, S. (2011). <i>Arduino + Android Projects for the Evil Genius: Control Arduino with Your Smartphone or Tablet</i> . McGraw-Hill.
6.	Arceneaux, N. & Kavoori, A. (eds.) (2012) <i>The Mobile Media Reader (Digital Formations)</i> . Peter Lang.

2.2 Additional Readings

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

1.	Social, Casual and Mobile Games: The Changing Gaming Landscape. Michele Willson, Tama Leaver. Bloomsbury Publishing 2016.
2.	Mobile Gaming in Asia: Politics, Culture and Emerging Technologies. Dal Yong Jin. Springer 2016.