City University of Hong Kong
Course Syllabus

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

Part I   Course Overview

Course Title:	Thesis Project - Studio II
Course Code:	SM6302
Course Duration:	One semester
Credit Units:	6
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	SM6301 Thesis Project – Studio I
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 project-based course is the final installment of the 4-part Studio-Thesis requirement of the Master of Fine Arts program. Students will meet regularly and work closely with individual supervisors to initiate, research, prototype, produce and present their respective creative projects. The course will be conducted in the form of guided mentoring, small-group instruction and peer critiques. The main objective of the Studio-Thesis is to create an intensive platform for ideas exchange, media exploration and personal artistic development.

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.	Debug and finalize the creative project		✓	✓	✓
2.	Produce an artist statement that theorizes one's creative practices in relation with a broader socio-cultural context		✓	✓	
3.	Complete a creative portfolio that documents the creative process of the project		✓	✓	
4.	Present the final project for peer review and critique		✓		
5.^	Discover innovative aesthetics, ideas and/or production techniques based on the final work		✓	✓	✓
		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 |
		1	2	3	4	5	6	(if applicable)
Classroom critique/ Guided mentoring	Presentation and reviewing production outcomes and considering new aesthetic means	✓	✓	✓	✓	✓		
Guided mentoring	Regular reports on project development and media experiments		✓	✓		✓		
Independent study and practice	Continuous studio practice for introspective review and path-finding	✓	✓	✓		✓		

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%								
Final thesis project	✓				✓		Overall 100	
Artist statement		✓			✓			
Creative portfolio			✓					
Thesis presentation				✓				
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-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Final Thesis 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.	– Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, demonstrating sound knowledge of the field – 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	– Firm grasp of materials, ability to explain key concepts and assumptions – 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	– Comprehensive grasp of materials, able to explain key concepts – Adequate content, fair ability to integrate various resources into primary and secondary levels based on demand – 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	– Loose grasp of materials, cannot explain key concepts – Weak content, with primary and secondary levels – 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	– Poor grasp of materials – Inadequate content, without primary and secondary levels – 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

		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 suggestion of how the research findings may lead to future research	a text or a theme using a variety of theories and analytical tools			
2. Artist Statement	This assessment will grade on rationality, clarity	− Rich content, excellent ability to	− Adequate content, sufficient	− Adequate content, fair ability to	− Weak content, limited use of resources	− Inadequate content, no/ irrelevant use

	and fluency of argument and comment. The threshold of 'discovery' lies in a student's ability to negotiate a position that is informed, defendable, and standing on personal insight.	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	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	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 statements and engage in class discussion	– 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	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
3. Creative Portfolio	Students should demonstrate ability to utilize primary and secondary	– Work has strong affective quality and the	– Strong appreciation, exploration and/or application of	– Basic appreciation and/or application of the aesthetic	– Marginal appreciation of the aesthetic and expressive	– No appreciation of the aesthetics and expressive

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.	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-disciplinary	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	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	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	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

		project − Efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment				
4.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	− 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	− 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	− 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	− 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	− 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

	her/his personal daily experience.	expression and appropriate diction, exact 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.)

   Art-making, professionalism in art, media art aesthetics, media production, creative portfolio

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 individual advisors

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

1.	To be advised by individual advisors