

**City University of Hong Kong  
Course Syllabus**

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

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**Part I Course Overview**

<b>Course Title:</b>	<u>Media Art: Theory &amp; Practice II</u>
<b>Course Code:</b>	<u>SM6316</u>
<b>Course Duration:</b>	<u>One Semester</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>P6</u>
<b>Medium of Instruction:</b>	<u>English</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>

## Part II Course Details

### 1. Abstract

The lecture-based course examines how media technologies are used in contemporary art practices to better understand how media adds meaning and innovation. Key properties of media art including interactivity, telepresence, networking, data visualization, body/technology hybrids, artificial intelligence, machine learning and others are defined and placed in a larger framework of art as a social practice contingent to a greater social-cultural-technological framework. Key questions are discussed that pertain to the nature of artistic media, the interaction between art and technology, the evolution and ecology of information technologies, the social and political aspects of avant-garde art, the nature of experimentation and other themes which are illustrated by key works from around the world. The course will also study how the merging of art with science has occurred in various art movements over the past century and how the two are being linked today.

### 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.	Critically analyze issues and ideas inherent in New Media Art		X		
2.	Recognize art historical movements and their influence			X	
3. ^	Conduct research across multiple and diverse platforms			X	X
4. ^	Interact directly with existing public/gallery/museum artworks			X	X
		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			
Lectures and discussion	Multimedia Lectures, demonstrations, and class discussion	✓	✓					
Readings and Research	A mix of video, online games, historical text, online database searches	✓	✓	✓				
Field Research	Visits to public artworks, exhibitions and gallery shows			✓	✓			
Collaborative Activity	In-class activity to establish capacity with new media art discourse.	✓			✓			

**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				
Continuous Assessment: 100%								
Midterm and Final Test	✓	✓					60	
Research Questions and Review		✓	✓	✓			20	
Demonstrated Field Research				✓			10	
Collaborative Project Contribution	✓			✓			10	
Examination: _____% (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. Midterm and Final Test	Review students' recognition and understanding of key artworks, art history movements, themes, major art figures, concepts and theory of New Media Art. Each topic is presented through questions that students must answer correctly.	The tests are weighted based on standard grading schemes. Student has received over 85% correct in questions from the lectures.	The tests are weighted based on standard grading schemes. Student has received 70% - 84% correct in questions from the lectures.	The tests are weighted based on standard grading schemes. Student has received over 55% - 69% correct in questions from the lectures.	The tests are weighted based on standard grading schemes. Student has received 50% - 54% correct in questions from the lectures.	The tests are weighted based on standard grading schemes. Student has received less than 49% correct in questions from the lectures.
2. Readings and Research	Students should demonstrate ability to apply skills to undertake directed, multi-platform research, build up arguments, vet underlying concepts and theory, recognize patterns and relevance.	<ul style="list-style-type: none"> <li>• Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, demonstrating sound knowledge of the field</li> <li>• Evaluative judgments about existing research and demonstrate application of strong critical thinking skills</li> <li>• Strong ability to approach a text or a theme using a variety of theories and analytical tools</li> </ul>	<ul style="list-style-type: none"> <li>• Firm grasp of materials, ability to explain key concepts and assumptions</li> <li>• Appropriate judgments about existing research and demonstrate application of critical thinking skills</li> <li>• Ability to approach a text or a theme using a variety of theories and analytical tools</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive grasp of materials, able to explain key concepts</li> <li>• Appropriate judgments about existing research</li> <li>• Weak ability to approach a text or a theme using a variety of theories and analytical tools</li> </ul>	<ul style="list-style-type: none"> <li>• Loose grasp of materials, cannot explain key concepts</li> <li>• Marginal judgments about existing research</li> <li>• Poor ability to approach a text or a theme using a variety of theories and analytical tools</li> </ul>	<ul style="list-style-type: none"> <li>• Poor grasp of materials</li> <li>• Fail to make reasonable judgments about existing research</li> <li>• Fail to approach a text or a theme using a variety of theories and analytical tools</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
3. Field Research	Students must seek, observe and analyze site-specific artworks, placing each in the larger frameworks (theme, theory, art historical, etc.) covered in the lectures and readings. The threshold of 'discovery' lies in a student's self initiative to conduct field research and to personalize theories for her/his personal daily experience.	<ul style="list-style-type: none"> <li>• Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter</li> <li>• Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management</li> <li>• Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate content with firm grasp of the material that informs the audience on a subject matter</li> <li>• Reasonable organization, balanced structure and composition</li> <li>• Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate content With comprehensive grasp of the material demonstrating basic knowledge of the subject matter</li> <li>• Fair organization, weak structure and composition</li> <li>• Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management</li> </ul>	<ul style="list-style-type: none"> <li>• Weak content, loose grasp of the general ideas with some knowledge of the subject matter</li> <li>• Poor organization, structure and composition</li> <li>• Poor presentation skills: marginal pronunciation, expression and diction, poor time-management</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate content, fail to identify the general ideas with knowledge of the subject matter</li> <li>• No organization, structure or/and composition</li> <li>• Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management</li> </ul>
4. Class Collaborative Project	This assessment task reviews students' participation and performance in a collective media project. Individually students engage in a temporal, layered contribution to a larger media artwork.	<ul style="list-style-type: none"> <li>• Active in-class participation in design and structure of media project</li> <li>• Full weekly contribution to creative media project</li> <li>• Full prioritization of contribution in</li> </ul>	<ul style="list-style-type: none"> <li>• Active in-class participation in design and structure of media project</li> <li>• Partial weekly contribution to creative media project</li> <li>• Partial prioritization of</li> </ul>	<ul style="list-style-type: none"> <li>• Partial in-class participation in design and structure of media project</li> <li>• Occasional contribution to creative media project</li> <li>• Occasional prioritization of contribution to both</li> </ul>	<ul style="list-style-type: none"> <li>• Unmotivated in-class participation in design and structure of media project</li> <li>• Rare contribution to creative media project</li> <li>• Undemonstrated prioritization of contribution in both theory and practice</li> </ul>	<ul style="list-style-type: none"> <li>• unwilling to engage in-class participation in design and structure of media project</li> <li>• No contribution to creative media project</li> <li>• No prioritization of contribution in both theory and practice</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		both theory and practice	contribution in both theory and practice	theory and practice of project		

**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.)*

Media Archeology, Art/Science, Database, Immersive, Interactive, Telepresence, Networked, Destructive, Intelligent, Body/Technology Hybrids, Artificial Intelligence, Machine Learning

**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.)*

To be determined on a case by case basis, adapted each semester to reflect most current research

**2.2 Additional Readings**

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

To be determined on a case by case basis, adapted each semester to reflect most current research