

**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 Art III

Course Code: SM6327

Course Duration: One semester

Credit Units: 3

Level: P6

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 place-holder course aims to provide the flexibility to take advantage of unplanned opportunities and resources in media art made available to us. Students are given the opportunity to have their learning experience enriched by artists-in-residence or scholars of temporary residence in Hong Kong. SCM faculties may also, from time to time, offer topical seminars on media arts on an issue that is not already covered by currently listed classes. Topics especially sought include forms of technical literacy, and critical discourse arising from new technologies.

Enrolment for SM6327 Topics in Media Art III depends on permission of the instructor, which will only be granted if the topic is essentially different from that covered in SM5316 Topics in Media Art I and SM6311 Topics in Media Art II.

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.	Gain insight into aspects of media art that are not already covered in the currently listed SCM courses.		✓		
2.^	Create a new research agenda in response to topics and methods raised in the course.		✓	✓	
3.^	Execute creative and research projects to verify new ideas			✓	✓
		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	The instructor will present concepts, theories and case studies in selected issues pertaining to media art.	✓	✓	✓				
Class discussions	Both in-class and in external fora will engage students in debates and explorations.	✓	✓	✓				
Research	Students use relevant materials to write papers or create artistic projects as set by the instructor.	✓	✓	✓				

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%								
Reaction papers	✓	✓	✓					
Creative projects	✓	✓	✓					
In-class discussion and critique of classmates' work	✓	✓	✓					
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. In-class critique and class participation	The student's performance is accessed based on his/her participation, knowledge of the scope in discussion, and engagement for critical analysis and exchange.	<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. Creative Projects	This assessment is based on the originality of the project, the student's creativity and	<ul style="list-style-type: none"> – Work has strong affective quality and the articulation of personal styles 	<ul style="list-style-type: none"> – Strong appreciation, exploration and/or application of 	<ul style="list-style-type: none"> – Basic appreciation and/or application of the aesthetic and 	<ul style="list-style-type: none"> – Marginal appreciation of the aesthetic and expressive qualities of the 	<ul style="list-style-type: none"> – Little to no appreciation of the aesthetics and expressive qualities of the

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	competence on the execution, and the quality of the final work.	<p>and signature.</p> <ul style="list-style-type: none"> – Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium. – 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>the aesthetic and expressive qualities of the medium.</p> <ul style="list-style-type: none"> – Successful execution, evidence of a satisfactory level of technical competency. – Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions 	<p>expressive qualities of the medium.</p> <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>medium</p> <ul style="list-style-type: none"> – Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available 	<p>medium.</p> <ul style="list-style-type: none"> – Fail to adjust plans and strategies in response to resources (time, space, equipment, etc) available.
3. Papers	This assessment is based on the insight of the research argument, its articulation and	<ul style="list-style-type: none"> – Rich content, excellent ability to interpret and integrate 	<ul style="list-style-type: none"> – Adequate content, sufficient ability to integrate 	<ul style="list-style-type: none"> – Adequate content, fair ability to integrate various resources based 	<ul style="list-style-type: none"> – Weak content, limited use of resources – Poor organization, structure and 	<ul style="list-style-type: none"> – Inadequate content, no/ irrelevant use of resources – No organization,

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	delivery. Further assessment is also made on the presentation of the paper and the student's response to the discussion raised about it.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> composition – Relevant points to the subject matter, marginal ability to interpret opinions – Ability to respond to other comments in simple terms 	<ul style="list-style-type: none"> structure or/and composition – Irrelevant points to the subject matter, no ability to interpret opinions – Fail to respond to 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 by the instructor 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 determined by the instructor on a case-by-case basis.
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2.2 Additional Readings

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

1.	To be determined by the instructor on a case-by-case basis.
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