

**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: Advanced Topics in Computer Games and Playable Media

Course Code: SM6337

Course Duration: 1 semester

Credit Units: 3 credits

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 course is an exploration of one or more practical or theoretical topics pertaining to computer game art. 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) contemporary debates in game studies, game analysis methodologies, computer game criticism, on-line and off-line game cultures, game engines, expressivity and computer games, interfaces, audiovisual aspects of computer games, etc.

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		✓	✓	
2. ^	Analyze issues and ideas relevant to the topic of the class		✓	✓	✓
3. ^	Conceive and execute research and creative projects relevant to the topic of 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 computer game art	✓	✓					
Project proposal	Proposals for creative and research projects on computer game art -related topics			✓				
Final project	Drafts and final version of research or creative project			✓				
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%								
In-class participation	✓	✓	✓					
Final project	✓	✓	✓					
Presentation	✓	✓	✓					
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. 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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
2. 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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
3. Assignment	Students should demonstrate ability to utilize primary and secondary sources, and to construct a well-organized argument and analysis. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal experience.	<ul style="list-style-type: none"> - Excellent grasp of research material, able to explain key concepts, assumptions and debates - Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative - Insightful interpretation of the subject matter with distinct themes and thesis - Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize - Ability to approach a text or a theme using a variety of theories and analytical tools 	<ul style="list-style-type: none"> - Firm grasp of materials, able to explain key concepts and assumptions - Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand - Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently - Organized bibliography which can be utilized in accordance with the topic 	<ul style="list-style-type: none"> - Comprehensive grasp of materials, able to explain key concepts - Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand - Relevant points to the subject matter, fair ability to interpret opinions - Unorganized bibliography which can be utilized in accordance with the topic 	<ul style="list-style-type: none"> - Loose grasp of materials, cannot explain key concepts - Poor organization and structure, weak content, limited use of resources - Relevant points to the subject matter, marginal ability to interpret opinions - Insufficient and/or unorganized bibliography 	<ul style="list-style-type: none"> - Poor grasp of materials - No organization and structure, inadequate content, no/ irrelevant use of resources - Irrelevant points to the subject matter, minimal ability to interpret opinions - Irrelevant bibliography

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		– Strong bibliography suggesting breadth and depth of coverage and informed insights				

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 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 on 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 on case-by-case basis.
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