City University of Hong Kong
Course Syllabus

offered by School of Creative Media
with effect from Semester A 2022/23

Part I   Course Overview

Course Title:	**Topics in Media Art II**
Course Code:	**SM6311**
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 SM6311 Topics in Media Art II 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 SM6327 Topics in Media Art III.

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%			

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	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		
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.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Assessment of 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.	− 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.	− Active in-class participation, positive listening, ability to initiate and contribute to class discussion. − Adequate pre-class preparation and familiarity with peer reports.	− Unmotivated to participate in in-class discussion. − Inadequate pre-class preparation.	− Unwilling to participate in in-class discussion even when requested by the instructor. − No evidence of pre-class preparation.
2. Assessment of Creative Projects	This assessment is based on the originality of the project, the student's creativity and competence on the execution, and the quality of the final work.	− Work has strong affective quality and the articulation of personal styles and signature. − Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium.	− Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium. − Successful execution, evidence of a satisfactory level of technical competency. − Proper adjustment of plans and	− Marginal appreciation of the aesthetic and expressive qualities of the medium − Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available	− Little to no appreciation of the aesthetics and expressive qualities of the medium. − Fail to adjust plans and strategies in response to resources (time, space, equipment, etc) available.

		− 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.	strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions		
3. Assessment of Papers	This assessment is based on the insight of the research argument, its articulation and delivery. Further assessment is also made on the presentation of the paper and the student's response to the discussion raised about it.	− Rich content, excellent ability to 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	− Adequate content, sufficient 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	− Weak content, limited use of resources − 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	− Inadequate content, no/ irrelevant use 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

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assessment of 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.	− 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.	− Active in-class participation, positive listening, ability to initiate and contribute to class discussion. − Adequate pre-class preparation and familiarity with peer reports.	− Attentive in in-class participation, listening with comprehension, infrequent contribution. − Adequate pre-class preparation and familiarity with peer reports.	− Unmotivated to participate in in-class discussion. − Inadequate pre-class preparation.	− Unwilling to participate in in-class discussion even when requested by the instructor. − No evidence of pre-class preparation.
2. Assessment of Creative Projects	This assessment is based on the originality of the project, the student's creativity and competence on the execution, and the quality of the final work.	− Work has strong affective quality and the articulation of personal styles and signature. − Excellent appreciation, exploration and/or	− Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium. − Successful execution,	− Basic appreciation and/or application of the aesthetic and expressive qualities of the medium. − Evidence of an adequate level	− Marginal appreciation of the aesthetic and expressive qualities of the medium − Limited adjustment of plans and strategies in response to	− Little to no appreciation of the aesthetics and expressive qualities of the medium. − Fail to adjust plans and strategies in response to resources

		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.	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	of technical competency. − Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available	resources (time, space, equipment, etc) available	(time, space, equipment, etc) available.
3. Assessment of Papers	This assessment is based on the insight of the research argument, its articulation and delivery. Further assessment is also made on the presentation of the paper and the student's response to the discussion raised about it.	− Rich content, excellent ability to interpret and integrate various resources − Rigorous organization, coherent structure, systematic composition − Precision in argument, well defined and reasoned	− Adequate content, sufficient ability to integrate various resources based on demand − Reasonable organization with balanced structure and composition − Clear elaboration of ideas that	− Adequate content, fair ability to integrate various resources based on demand − Fair organization with adequate structure and composition − Relevant points made to the subject matter in question	− Weak content, limited use of resources − Poor organization, structure and composition − Relevant points to the subject matter, marginal ability to interpret opinions − Ability to respond to other	− Inadequate content, no/ irrelevant use of resources − No organization, structure or/and composition − Irrelevant points to the subject matter, no ability to interpret opinions

| | | | 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 | sticks to the point, with clearly differentiated issues, ability to interpret opinions independently
− Sufficient responses to peer comments to sustain a discussion | − Ability to respond to other statements and engage in class discussion | comments in simple terms | − 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.

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 advised by the course tutor.

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

1.	To be advised by the course tutor.