City University of Hong Kong
Course Syllabus

offered by School of Creative Media
with effect from Semester A 2024/25

Part I   Course Overview

Course Title:	**Studio I**
Course Code:	**SM5301**
Course Duration:	**One semester**
Credit Units:	**3**
Level:	**P5**
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 project-based course is the first 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.	Develop an initial proposal for the studio project		✓		
2.	Discuss contextual research for the studio project with assigned advisor		✓	✓	
3.	Design a finalized project proposal		✓	✓	✓
4.	Discuss new research agenda in response to issues raised with Advisor		✓	✓	
		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 real-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.   Learning and Teaching Activities (LTAs)
(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Classroom workshop/ Guided mentoring	Students will engage in guided discussion of ways to identify the research questions and to draft proposal.	✓				
Guest talks/Guided mentoring	Students will engage in contextualising the research through referencing established artists' approaches in relations to research themes.		✓			
Classroom critique/	Students will participate in class-room Critique of artistic			✓		

Guided mentoring	experiments and comparing methodologies.					
Guided mentoring	Students will engage in 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		
Continuous Assessment: 100%						
Draft proposal	✓				20	
Contextual research report		✓		✓	40	
Revised project proposal			✓		40	
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 before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Research-based 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 about existing research and demonstrate application of strong critical thinking skills	– 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 a text or a theme using a variety of theories and analytical tools	– 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

		− 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			

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Research-based 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;	− 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	− 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	− 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

| | | | − Design and conduct research which is firmly built on thorough knowledge of existing theoretical frameworks
− Evaluative judgments 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 | knowledge of existing theoretical frameworks
− Appropriate judgments about existing research and demonstrate application of critical thinking skills
− Ability to approach a text or a theme using a variety of theories and analytical tools | theoretical frameworks
− Appropriate judgments about existing research
− Weak ability to approach a text or a theme using a variety of theories and analytical tools | about existing research
− Fail to approach a text or a theme using a variety of theories and analytical tools |

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