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:	**Media Art: Theory & Practice II**
Course Code:	**SM6316**
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**

The course covers the development and importance of New Media Art. Beginning with media archaeology and tracing advances in recording and presentation technologies, the course examines how innovations in media adds meaning to making art. Lectures cover how key technological developments in interactivity, networks, telepresence, programming, robotics, big data, artificial intelligence, augmented and virtual reality, bio/genetic engineering, generative systems and more have been incorporated into art practices. The course shows how artists have partnered with sciences to both utilize and often discover resonant possibilities within new technologies. Societal and cultural trends like immersive art experiences, social media, computational sensing, blockchain NFTs, Art+Tech, and more are commented on and often re-appropriated into artworks that reflect how technology becomes a media and how that media can become art.

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		✓		
2.	Recognize how advances in science, engineering and programming have been explored by artists			✓	
3.	Conduct research across multiple and diverse platforms			✓	✓
4.	Interact directly with existing public/gallery/museum artworks and present them in ways that show curatorial, investigative, or creative innovation.			✓	✓
		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	
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: 0% (duration:　　　　, if applicable)						
* The course does not follow the university examination rules or schedule and the term 'tests' is more appropriate as it's a classroom activity.					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. 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.	• Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, demonstrating sound knowledge of the field • 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	• Firm grasp of materials, ability to explain key concepts and assumptions • 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 • 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 • 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 • Fail to make reasonable judgments about existing research • Fail to approach a text or a theme using a variety of theories and analytical tools

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.	• 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	• 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	• 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	• 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	• 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
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.	• Active in-class participation in design and structure of media project • Full weekly contribution to creative media project • Full prioritization of contribution in both theory and practice	• Active in-class participation in design and structure of media project • Partial weekly contribution to creative media project • Partial prioritization of contribution in	• Partial in-class participation in design and structure of media project • Occasional contribution to creative media project • Occasional prioritization of contribution to both theory and	• Unmotivated in-class participation in design and structure of media project • Rare contribution to creative media project • Undemonstrated prioritization of contribution in	• unwilling to engage in-class participation in design and structure of media project • No contribution to creative media project • No prioritization of contribution in both theory and practice

		both theory and practice	practice of project	both theory and practice	

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. Midterm and Final Test	Review students' recognition and understanding of key artworks, 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 50% - 69% 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.	• Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, demonstrating sound knowledge of the field • 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	• Firm grasp of materials, ability to explain key concepts and assumptions • 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	• Loose grasp of materials, cannot explain key concepts • 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 • Fail to make reasonable judgments about existing research • Fail to approach a text or a theme using a variety of theories and analytical tools
3. Field Research	Students must seek, observe and analyze site-specific data or artworks, placing each in the larger frameworks 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.	• 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	• Adequate content with firm grasp of the material that informs the audience on a subject matter • Reasonable organization, balanced structure and composition	• Weak content, loose grasp of the general ideas with some knowledge of the subject matter • Poor organization, structure and composition	• Inadequate content, fail to identify the general ideas with knowledge of the subject matter • No organization, structure or/and composition

		• Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize			
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.	• Active in-class participation in design and structure of media project • Full weekly contribution to creative media project • Full prioritization of contribution in both theory and practice	• Active in-class participation in design and structure of media project • Partial weekly contribution to creative media project • Partial prioritization of contribution in both theory and practice	• Unmotivated in-class participation in design and structure of media project • Rare contribution to creative media project • Undemonstrated prioritization of contribution in both theory and practice	• unwilling to engage in-class participation in design and structure of media project • No contribution to creative media project • No prioritization of contribution in both theory and practice

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, Art+Tech, Database, Immersive, Interactive, Telepresence, Networked, 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