SM2289: WRITING DIGITAL MEDIA

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Writing Digital Media

Subject Code
SM - School of Creative Media
Course Number
2289

Academic Unit
School of Creative Media (SM)

College/School
School of Creative Media (SM)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
CS1103 Introduction to Media Computing or CS1103B Media Computing or SM1103A Introduction to Media Computing

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

A project-oriented course combining creative writing with coding. Designed for creative writers, visual artists, musicians, filmmakers, gamers, and programmers interested in integrating text and language into their work, our reflective writing

practice will embrace a three-fold approach: production of writing, discussion of theory and example works, and acquisition of technical skills. Both print and digital sources will be consulted for critical vocabulary and historical foundation that is of relevance to student projects. Projects may include everything from hypertext to sound/kinetic poetry, to SMS narrative, to texts authored in part or wholly by computer program, to physically-situated installations and beyond. Lab time will focus on developing the basic coding skills that are required for aesthetic expression in digital media using free and open-source tools. Lectures will address aesthetic, conceptual, and technical concerns arising at the intersection of digital media and textual art practice. Prerequisite: Creative Coding, or equivalent experience with at least one modern programming language: C/C++, Java, JavaScript, Python, ActionScript, etc.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe: The essential features of literary practice in digital media The role that forms of digital literary practice play in contemporary culture		x		
2	Distinguish the literary and linguistic from other forms of digital and computational media		x		
3	Use concepts of art, literary, visual, and new media theory to describe and evaluate the salient aspects of digital and computational writing		x		
4	Use concepts of art, literary, visual, and new media theory, interface and software design to plan and develop their own work of writing in digital media		x	x	x
5	Use concepts of art, media design, and software engineering to implement a working prototype of their work of writing in digital media		x	x	x
6	Transform basic technical competence into a unique style or personal signature		x	x	x

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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Weekly lectures	1, 2, 3, 4	
2	Critiques	Group critique of existing work and peer projects	4, 5, 6	

| 3 | Presentations | Student presentations at various stages of project development | 4, 5, 6 | |
| 4 | Projects | Completion of a substantial stand-alone work addressing course topics | 5, 6 | |

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation	1, 2, 3, 4, 5	15	
2	Assignments	1, 2, 3, 4, 5, 6	30	
3	Presentations	4, 5, 6	20	
4	Final project	5, 6	35	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Class Participation and Performance

Criterion

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.

Excellent (A+, A, A-)
· 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

Good (B+, B, B-)
· 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

Fair (C+, C, C-)
· 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

Marginal (D)
· 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

Failure (F)
· 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

2. Project/ Final Project

Criterion

Students should demonstrate ability to utilize primary and secondary sources, execute creative ideas and projects. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.

Excellent (A+, A, A-)
· 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
· Work raises questions and instill insights about the process of conception, creative strategization and production
· Innovative exploration by combining knowledge from different disciplines (e.g. mathematics, psychology, physics, anthropology, etc.) to create an inter-disciplinary project
· Efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment

Good (B+, B, B-)
· Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium
· Ability to create project/ work that demonstrate the processes of thinking and creative exploration
· Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions

Fair (C+, C, C-)
· Basic appreciation and/or application of the aesthetic and expressive qualities of the medium
· Limited ability to create project/ work that demonstrate the processes of thinking and creative exploration
· Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

Marginal (D)
· Marginal appreciation of the aesthetic and expressive qualities of the medium
· Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration
· Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

Failure (F)
· No appreciation of the aesthetics and expressive qualities of the medium
· Fail to create project/ work that demonstrate the processes of thinking and creative exploration
· Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

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Assessment Task

3. Presentation

Criterion

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.

Excellent (A+, A, A-)
· 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

Good (B+, B, B-)
· 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

Fair (C+, C, C-)
· 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

Marginal (D)
· 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

Failure (F)
· 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

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Additional Information for AR

All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

Part III Other Information

Keyword Syllabus

Kinetic Poetry, Hypertext, Recombination, Oulipo, Lettrism, RiTa,Text Generation, Natural Language Processing, Sound Poetry, Interactive Text, Concrete Poetry

Reading List

Compulsory Readings

	Title
1	The New Media Reader, edited by Noah Wardrip-Fruin & Nick Montfort The Oulipo Compendium, edited by Harry Matthews (2002)
2	Virtual Muse by Charles Hartman
3	The RiTa Library: http://www.rednoise.org/rita/
4	UbuWeb: http://www.ubu.com/

Additional Readings

	Title
1	Nil