**The Hong Kong Polytechnic University**

**Subject Description Form**

*Please read the notes at the end of the table carefully before completing the form.*

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>GEC1A05</th>
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</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Self-representation in New Media</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite / Exclusion</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**Objectives**

This subject aims to examine how the emergence of different new media has mediated the conception and production of the self, identity, and autobiography by visual and verbal means. The complex human conditions behind such self-representation from different cultures will be investigated.

**Intended Learning Outcomes** (Note 1)

Upon completion of the subject, students will be able to:

(a) identify the mediated personal narratives embedded in different types of self-representation in new media;
(b) pinpoint the boundary and difference between mere self-expression and performing/advertising the self in new media;
(c) analyze how embodied self-expression in new media has transcended traditional means of communication;
(d) evaluate critically the merit and limitation of specific forms of self-representation in new media.

**Subject Synopsis/Indicative Syllabus** (Note 2)

1. **Overview about Interpreting Life Narratives in Different Media** (1 lecture)
   - Vermeer, Velasquez, Rembrandt, Kathe Kollwitz, Courbet, Cézanne, Van Gogh, Toulouse Lautrec, Charlotte Salomon, Picasso, Dali, Magritte, Egon Schiele, Frida Kahlo, Francis Bacon, Orlan, Ana Mendieta, Adrian Piper, Yu Hong, Fang Lijun, & Yue Minjun

2. **Self-representation in Self-portraiture: Identity Construction** (1 lecture)

3. **Self-representation in Photography: Life and Death, and Trauma** (1 lecture)
   - Marina Abramovic, Janine Antoni, Rebecca Horn, Joseph Beuys,
Yves Klein, Stelarc, Yoko Ono, Xie Deqing, Li Mingsheng, Zhang Huan, Yang Zhichao & He Yunchang

5. Self-representation in Video: Obsession and Diaspora (1 lecture)
   Lynn Hershman, Electronic Diary (1988)
   Shirin Neshat, Soliloquy (1999)

6. Self-representation in Film: Reality and Fiction (1 lecture)
   Yukio Mishima, Yukoku (1966)
   Takeshi Kitano, Takeshi’s (2005)
   Niu Chen-zer, What on Earth Have I Done Wrong? (2010)

7. Self-representation in Comics & Animation: Fantasy and Critique
   (1 lecture)
   Tim Burton, Vincent (1982)
   (Animation Film, 2007)

8. Self-representation in You-tube: Performing the Subject (1 lecture)

9. Self-representation in Online Diaries and Personal Blogs:
   Combination of Intimacy and Public Accessibility for an Audience
   (1 lecture)

10. Self-representation in Social Networking Sites (SNS) (Facebook,
     Twitter, MySpace, LinkedIn, Meetup, Asianave, etc.) (2 lectures)

11. Quiz (last lecture)

Teaching/Learning Methodology
(Note 3)

Lectures
This subject will mainly be taught in the lecture format with textual, visual examples and video-based images. In each lecture, 15 minutes will be allocated for question and answer session. Such an interactive environment will allow participating students to reflect in real time upon some of the material, bringing up their questions, which require further explanation, as well as giving valuable feedback to the lecturer.

Tutorials/Student Group Presentations
Students are required to work in groups of three to prepare and present on a topic related to self-representation in new media.

Individual Study
Students will be expected to complete the remainder of the 73 hours required for each credit hour earned individually. Most of such effort should be devoted to reading, doing research and writing, which is designed to give the student an essential training of empowerment in learning to study independently and effectively.

Assessment Feedback
Grading in this subject is based entirely on continuous assessment components, including a group presentation, a visual quiz, a research essay and participation in tutorials and lectures.

Assessment
Assessment for this subject will be 100% coursework. They are composed
Methods in Alignment with Intended Learning Outcomes

(Note 4)

of a group presentation, a visual quiz, a research essay and attendance. Details as followed:

Tutorial: Student Group Presentation (20%):
Students are required to work in groups of three to prepare and elaborate on a presentation topic related to self-representation in new media. Each presentation is about 15 minutes, followed by discussion. A group grade (10%) and an individual grade (10%) will be given.

Visual Quiz (30%):
A visual quiz will be held in week 13. It will be carried out in the form of a visual analysis of three pairs of images. Students will be asked to compare and contrast the images in terms of their form, content, context as well as other aspects they consider relevant and significant.

Essay (40%):
Students are required to submit a 2500-word research essay one week after the last lecture. They are expected to analyze the merit and limitation of self-representation in a particular new media with a substantial amount of visual and/or textual examples. This is the most important piece of coursework for this subject. Proper citations and references are required.

Participation (10%):
Attendance and participation in discussion are considered very important. It is crucial that students come to all classes, and also turn up on time. A roll of attendance will be kept and certain ground rules for class participation will be set. It counts for 10% of the total grade. Marks will be deducted for each unexcused absence.

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>1. Group Presentation</td>
<td>20%</td>
<td>✓</td>
</tr>
<tr>
<td>2. Visual quiz (week 13)</td>
<td>30%</td>
<td>✓</td>
</tr>
<tr>
<td>3. Essay (due one week after the last lecture)</td>
<td>40%</td>
<td>✓</td>
</tr>
<tr>
<td>4. Participation in lectures and tutorials</td>
<td>10%</td>
<td>✓</td>
</tr>
<tr>
<td>Total</td>
<td>100 %</td>
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Student Study

Class contact: 

(Form AS 140) 7.2013  GEC1A05_2014
### Effort Expected

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Lectures</td>
<td>30Hrs.</td>
</tr>
<tr>
<td>Tutorials / Student Group Presentations</td>
<td>9Hrs.</td>
</tr>
<tr>
<td>Preparation for group presentation</td>
<td>23Hrs.</td>
</tr>
<tr>
<td>Reading, writing, and self-study</td>
<td>73Hrs.</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>135Hrs.</strong></td>
</tr>
</tbody>
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### Reading List and References


**Note 1: Intended Learning Outcomes**
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

**Note 2: Subject Synopsis/Indicative Syllabus**
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

**Note 3: Teaching/Learning Methodology**
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

**Note 4: Assessment Method**
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.
<table>
<thead>
<tr>
<th>Subject Offering Department</th>
<th>GEC</th>
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| Cluster Area               | ☑   Human Nature, Relations and Development  
|                            | ☐   Community, Organization and Globalisation  
|                            | ☐   History, Cultures and World Views  
|                            | ☐   Science, Technology and Environment |
| Medium of Instruction      | English |
| Requirements intended to fulfil | ☐   China-Study Requirement (CSR)  
|                            | ☐   English Reading (ER) and English Writing (EW)  
|                            | ☐   Chinese Reading (CR) and Chinese Writing (CW) |