

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2017/18

Part I Course Overview

Course Title: New Literacies in the Information Age

Course Code: GE2216

Course Duration: One semester

Credit Units: 3

Level: A2, B2

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: None
(Course Code and Title)

Precursors: None
(Course Code and Title)

Equivalent Courses: None
(Course Code and Title)

Exclusive Courses: EN2848 Language and Digital Media
(Course Code and Title)

Part II Course Details

1. Abstract

On this course students will explore the effect of digital media on ways of reading, writing and interacting online. Students will discuss a range of topics in class, including information overload, hypertext and hypermedia, online language, attention structures, critical literacy, online culture, online gaming, social networking and online collaboration. Students will learn how to manage information and use the affordances of hypertext, multimedia and interactivity to create online texts and participate in online communities. Throughout the course, students will have the opportunity to reflect on their own use of digital media by making and responding to contributions to a class weblog. Students will also have the opportunity to identify an authentic online community whose literacy practices they would like to study, applying the concepts learned in class to an authentic online communicative context.

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.	To identify and discuss the ways new technologies have affected how we use English and other languages, manage and evaluate information and interact with others, and apply these observations in the context of their own online literacy practices	10%	√	√	
2.	To analyze and critically evaluate the Internet-based language and communication of others and of themselves.	30%	√	√	
3.	To use English and other semiotic systems effectively in order to creatively construct a variety of web based genres including multimodal webpages, weblogs, wikis, and social networking sites, combining new literacy skills with foundational literacy skills.	40%			√
4.	To identify and discuss problems and solutions related to: 1) the role of internet language in both social communication and workplace communication in various organisations and professions; and 2) the role of English as a global language in internet communication.	10%	√	√	
5.	To apply knowledge about new literacies to effectively manage information online -- to locate, synthesise and make use of information to solve problems -- and to effectively communicate using internet language.	10%			√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	4	5		
1.	Interactive lectures in which students: 1) learn about concepts, theories and examples of new literacies and how tools from linguistics, genre analysis and discourse analysis can be used to analyse internet language; and 2) apply this knowledge to their own online literacy practices.	√	√	√	√			
2.	Class discussions, both in class and in student managed weblogs, which engage students in the critical analysis and exploration of the issues discussed in lectures	√	√	√	√			
3.	Hands on work in the computer lab in which students develop and practice online literacy skills like locating and critically evaluating information, and creatively produce a range of internet-based genres		√	√		√		
4.	Reflection and analysis: Students keep a journal of their own internet communication and collect data samples of authentic web-based language use for analysis and reflection.		√	√	√	√		
5.	Group work: students work together to analyze data they have collected and present their findings in a creative way through a collaboratively written hypertext document and in an in-class presentation.			√	√	√		

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	5		
Continuous Assessment: 100%							
Quizzes (2) Quizzes will test students' facility with theoretical concepts and analytical skills from lectures and readings, and how well students can apply this knowledge to their own lives	√	√	√	√		20%	
Reflective Autobiographical Research Portfolio Students keep an online journal in which they reflect upon and analyze their own real world online linguistic practices based on theories and analytical frameworks they learn about each week.		√				30%	
Group Project and Presentation Students work together to investigate an area of inquiry in the field of language and new literacies, identifying and analysing the literacy practices of an authentic online community. Students create a collaboratively written hypertext wiki to present their inquiry and analysis of data which they have collected. The wiki should incorporate a) clearly organized hypertextual links, and b) a variety of multimodal texts.			√			40%	
Participation in online discussions Marks will be assigned based on the amount of participation and the content of postings	√	√		√		10%	
Examination: 0%							
* The weightings should add up to 100%.						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Reflective Autobiographical Research Portfolio (30%)		<ul style="list-style-type: none"> Consistently able to select material which is clearly relevant to principles taught on the course and justify choices Consistently able to provide excellent analysis of the material selected with reference to the ways the modes and media of the material selected affect language use and information management The analysis demonstrates an excellent understanding of key concepts regarding information management, hypertextuality, register, genre, social interaction and social identity Consistently able to provide an excellent evaluation 	<ul style="list-style-type: none"> Able to select material which is relevant to principles taught on the course and justify choices most of the time Able to provide good analysis of the material selected with reference to the ways the modes and media of the material selected affect language use and information management The analysis demonstrates a good understanding of key concepts regarding information management, hypertextuality, register, genre, social interaction and social identity Able to provide a good evaluation of own linguistic and literacy practices in terms of the 	<ul style="list-style-type: none"> Able to select some material which is relevant to principles taught on the course and justify choices some of the time Able to provide a fair analysis of the material selected with reference to some of the principles taught on the course regarding to the ways the modes and media of the material selected affect language use and information management The analysis demonstrates a fair understanding of key concepts regarding information management, hypertextuality, register, genre, social interaction and social identity Able to provide a fair evaluation of 	<ul style="list-style-type: none"> Unable to select material which is relevant to principles taught on the course and justify choice of material Unable to provide a fair analysis of the material selected with reference to some of the principles taught on the course The attempted analysis demonstrates a failure to understand key concepts Unable to provide a fair evaluation of own linguistic and literacy practices in terms of principles taught on the course Unable to make the occasional 	<ul style="list-style-type: none"> Unable to select material which is relevant to principles taught on the course and justify choice of material Unable to provide an analysis of the materials selected with reference to principles taught on the course The attempted analysis is insufficient to demonstrate any understanding of key concepts Unable to provide any evaluation of own linguistic and literacy practices Unable to make any original, insightful or creative

		<p>of own linguistic and literacy practices in terms of principles taught on the course</p> <ul style="list-style-type: none"> Consistently able to make original, insightful and creative comments related to own linguistic and literacy practices 	<p>principles taught on the course</p> <ul style="list-style-type: none"> Able to make some original, insightful and creative comments related to own linguistic and literacy practices 	<p>own linguistic and literacy practices in terms of the principles taught on the course</p> <ul style="list-style-type: none"> Able to make the occasional original, insightful or creative comment related to own linguistic and literacy practices 	<p>original, insightful or creative comment related to own linguistic and literacy practices</p>	<p>comment related to own linguistic and literacy practices</p>
<p>2. Group Project and Presentation (40%)</p>		<ul style="list-style-type: none"> Shows extensive understanding of the area of inquiry; Shows full understanding of main concepts in the construction of hypertext and relates them very well to wider new literacies practices; Demonstrates a strong understanding through a variety of multimodal texts; All relevant information is included in discussion and presentation of wiki; The purpose of demonstrating effective English 	<ul style="list-style-type: none"> Shows good understanding of the area of inquiry; Shows good understanding of main concepts in the construction of hypertext and relates them very well to wider new literacies practices; Demonstrates a good understanding through a variety of multimodal texts; Most relevant information is included in discussion and presentation of wiki; The purpose of demonstrating effective English and semiotic use is competently 	<ul style="list-style-type: none"> Shows partial understanding of the area of inquiry; Shows partial understanding of main concepts in the construction of hypertext and relates them very well to wider new literacies practices; Demonstrates a partial understanding through a variety of multimodal texts; Only partial information is included in discussion and presentation of wiki; The purpose of demonstrating effective English 	<ul style="list-style-type: none"> Shows inadequate understanding of the area of inquiry; Shows inadequate understanding of main concepts in the construction of hypertext and relates them very well to wider new literacies practices; Incomplete demonstration of multimodal texts; Incomplete information is included in discussion and presentation of wiki; The purpose of 	<ul style="list-style-type: none"> Shows highly inadequate understanding of the area of inquiry; Shows highly inadequate understanding of main concepts in the construction of hypertext and relates them very well to wider new literacies practices; Highly incomplete demonstration of multimodal texts; Very little information is included in discussion and

		and semiotic use is completely achieved.	achieved.	and semiotic use is partially achieved.	demonstrating effective English and semiotic use is not adequately achieved.	presentation of wiki; <ul style="list-style-type: none"> The purpose of demonstrating effective English and semiotic use is not achieved.
3. Online participation (10%)		<ul style="list-style-type: none"> The student participated very actively; The student has shown very positive and constructive support for his/her coursemates; The student provides regular quality feedback; The student provides quality feedback to a lot of coursemates. The student demonstrates excellent mastery of new literacy skills in terms of use of language and management of interaction. 	<ul style="list-style-type: none"> The student participated actively; The student has shown positive and constructive support for his/her coursemates; The student provides regular feedback; The student provides good feedback to a lot of coursemates. The student demonstrates good mastery of new literacy skills in terms of use of language and management of interaction. 	<ul style="list-style-type: none"> The student participated quite actively; The student has shown some positive and constructive support for his/her coursemates; The student provides regular feedback; The student provides feedback to a fair number of coursemates. The student demonstrates good mastery of new literacy skills in terms of use of language and management of interaction. 	<ul style="list-style-type: none"> The student participated; The student has shown some support for his/her coursemates; The student provides some feedback; The student provides feedback to some coursemates. The student fails to demonstrate good mastery of new literacy skills in terms of use of language and management of interaction. 	<ul style="list-style-type: none"> The student did not participate actively; The student has failed to support his/her coursemates; The student provided no feedback; The student fails to demonstrate adequate mastery of new literacy skills in terms of use of language and management of interaction.

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.)

New literacies, Information management, Hypertext, Multimodal Discourse, Computer-mediated Communication, Social networking, Social Identity, Online gaming, Virtual worlds, Critical literacy

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.	Jones, R. H., & Hafner, C. A. (2012). <i>Understanding Digital Literacies: A Practical Introduction</i> . London: Routledge.
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2.2 Additional Readings

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

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	Students must independently identify their areas of inquiry, CILO 5
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	Students complete reflections and projects that rely on their understanding of discourse analytical methodologies, CILO 2
PILO 3: Demonstrate critical thinking skills	All CILOs encourage critical thinking/evaluation
PILO 4: Interpret information and numerical data	
PILO 5: Produce structured, well-organised and fluent text	Students create a range of internet texts, CILOs 3, 4
PILO 6: Demonstrate effective oral communication skills	Students present their projects orally in class
PILO 7: Demonstrate an ability to work effectively in a team	Students work in groups to complete projects
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	Students analyse the conventions of different online cultures, CILOs 1, 2, 5
PILO 9: Value ethical and socially responsible actions	Students reflect on the ethics of online publishing, CILOs 3, 4
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	Students are engaged in inquiry-based projects, CILOs 2-5

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Group project and presentation