offered by Department of English
with effect from Semester A 2019 /20

Part I   Course Overview

Course Title:	Multimodal and Mediated Discourse
Course Code:	EN4528
Course Duration:	1 semester
Credit Units:	3
Level:	B4
Proposed Area: *(for GE courses only)*	☐Arts and Humanities ☐Study of Societies, Social and Business Organisations ☐Science and Technology
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**
   (A 150-word description about the course)

The purpose of this course is to develop students' understanding of multimodal and mediated communication. Students explore how the use of different kinds of media and modes in communication affects language use and the construction of social identities, relationships and social practices. Students learn how to conduct research on how people use discourse through various media to perform concrete actions in their daily lives, and they learn to analyse multimodal texts and interactions and discover how different modes work together with spoken and written language.

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.	**Explain** the central principles, terms and analytical tools in mediated discourse analysis, multimodal discourse analysis and multimodal interaction analysis.			√	
2.	**Analyze** situations involving mediated communication and discuss how the affordances and constraints of the media affect language use and interaction.			√	
3.	**Analyze** multimodal texts, discovering how graphics and language work together to make meaning.			√	
4.	**Analyze** the use of non-verbal modes in face-to-face interaction.			√	
5.	**Evaluate** and critique multimodal and mediated communication for different purposes.		√	√	
6.	**Produce** examples of effective multimodal and mediated communication in a variety of genres.			√	√

* If weighting is assigned to CILOs, they should add up to 100%.   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 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	6	
	Teacher **delivers interactive lectures** in which students are introduced to the principles and	√	√	√	√	√		

	practices of mediated and multimodal discourse analysis and work together with the teacher to analyze illustrative texts and interactions.							
	Students engage in the analysis of texts in **small group discussions** with their peers.	√	√	√	√	√		
	Students **gather data** from their own lives and **analyze it.**	√	√	√	√			
	Students work in groups to **produce effective multimodal and mediated communication.**						√	

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	6		
Continuous Assessment: __100__ %								
Students write an **analytical essay** in which they analyze an example of multimodal communication or multimodal interaction.	√		√	√	√		40%	
Students work in groups to produce a small **portfolio of multimodal/multimedia communication.**				√	√		30%	
Students take a test covering the major terms and concepts in mediated and multimodal discourse analysis.	√	√	√	√			20%	
Students actively and constructively participate in class discussions.	√	√	√	√	√	√	10%	
Examination: __0__ % (duration: , if applicable)								

* 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. Analytical Essay		Able to choose, collect and transcribe appropriate data. Able to select appropriate examples and apply appropriate principles and tools to yield a complete and insightful analysis, which identifies key features of the text and synthesizes findings in a coherent way in clear and accurate English with minimal usage errors.	Able to choose, collect and transcribe appropriate data. Able to select appropriate examples and apply appropriate principles and tools to yield a complete analysis, which identifies key features of the text and describes them in fairly organized way with few usage errors in English.	Able to choose, collect and transcribe appropriate data. Able to select appropriate examples and apply some appropriate principles and tools to yield an analysis, which identifies most key features of the text and describes them in mostly accurate English.	Able to choose, collect and analyse some key features and apply some principles and tools of analysis and/or express ideas with many usage errors.	Unable to choose, collect and analyze data and/or express ideas with serious usage errors that interfere with comprehension.
2. Multimodal Portfolio		Able to demonstrate creativity and technical skill and to apply rhetorical, design and linguistic techniques to express a message in a clear and	Able to demonstrate some creativity and technical skill and to apply rhetorical, design and linguistic techniques to express a message in a clear way.	Able to demonstrate some creativity and technical skill and to apply rhetorical, design and linguistic techniques to express a message.	Able to demonstrate some creativity, or technical skill to express a message.	Unable to communicate a message in a multimodal text.

		compelling way.			
3. Class participation		An excellent record of attendance and participation. Attended all classes punctually, always participated actively and constructively in class and group activities.	Satisfactory attendance and punctuality. Generally participated actively and constructively in class and group activities.	Satisfactory attendance and punctuality. Frequently participated actively and constructively in class and group activities.	Satisfactory attendance and punctuality. Participation in class and group activities was inconsistent.	Failed to attend two or more classes or did not meaningfully engage with class and group activities.

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.)

1. Mediated discourse analyis and nexus analysis 2. Mediated action 3. Cultural tools/mediational means 4. Time and space in mediated communication 5. Social groups and social practices in mediated communication 6. Sites of engagement and discourses in place 7. Attention and cognitive processing 8. Agency 9. The grammar of visual design 10. Analyzing film and video 11. Analyzing multimedia communication 12. Computer mediated communication 13. Non-verbal communication and multimodal interaction analysis

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.	Selected chapters from Kress, G. and van Leeuween, T. (1996) *Reading images: The grammar of visual design*.
2.	Selected chapters from Norris, S. and Jones, R. (2005) *Discourse in Action: Introducing mediated discourse analysis*. London: Routledge.
3.	Selected chapters from O'Halloran, K. (2004) *Multimodal discourse analysis: Systemic functional perspectives*. New York: Continuum

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

1.	Kress, G. and van Leeuween, T. (1996) *Reading images: The grammar of visual design*.
2.	LeVine, Philip, and Ron Scollon (2004). Discourse and technology: Multimodal discourse analysis. Georgetown University Round Table on Languages and Linguistics: . Washington, DC: Georgetown University Press.
3.	Norris, S. (2004) *Analyzing multimodal interaction: A theoretical framework*. London: Routledge.
4.	Norris, S. and Jones, R. (2005) *Discourse in Action: Introducing mediated discourse analysis*. London: Routledge.
5.	O'Halloran, K. (2004) *Multimodal discourse analysis: Systemic functional perspectives*. New York: Continuum
6.	Scollon, Ron (1998) *Mediated discourse as social interaction: An ethnographic study of news discourse*. London: Longman.
7.	Scollon, Ron (2001) *Mediated discourse: The nexus of practice*. London: Routledge.
8.	Scollon, Ron and Suzie Wong Scollon (2003) *Discourses in place: Language in the material world*. London: Routledge.
9.	Scollon, Ron and Suzie Wong Scollon (2004) *Nexus analysis: Discourse and the emerging Internet*. London: Routledge.
10.	Scollon, Ron. (2008) *Analyzing public Discourse: Discourse analysis in the making of public policy*. Abingdon, Oxon: Routledge.
11.	Van Leeuween, T. and Jewitt, C. (2001) *Handbook of visual analysis*. Sage.
12.	Jewitt,Carey. (2010) *The Routledge handbook of multimodal analysis.*Lond. Routledge.