

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester B 2019/2020**

Part I Course Overview

Course Title: Writing and the modern world

Course Code: EN4166

Course Duration: 1 semester

Credit Units: 3

Level: B4

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: Nil

(Course Code and Title)

Precursors: Nil

(Course Code and Title)

Equivalent Courses: Nil

(Course Code and Title)

Exclusive Courses: Nil

(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

The ability to communicate complex information to a large, sophisticated audience through the rapidly evolving media of new technology is critical to success in today's global business community. Those with a clear understanding of digital communications and its potential to exchange information, influence opinion and sell products, ideas or services will have the competitive edge. The purpose of this course is to develop students' understanding and application of the written word in the context of interactive, digital media. The course will focus on the changing role of writing across time, accentuated by the development of new media in the modern world. The course aims to develop students' multimodal composing skills required for a range of new media genres that draw on affordances of hypertext, interactivity and multimodality. This course introduces a broad notion of 'writing' which not only includes the ability to use written texts, but also the ability to appropriately use a range of other semiotic resources alongside writing to produce effective multimodal texts.

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.	Describe and explain the features of various genres of new media writing and the differences between new media and print writing and apply the knowledge generated to their own new media writing practices.		X	X	
2.	Creatively construct written and/or multimodal communication in English in a variety of static and interactive new media genres.		X	X	X
3.	Creatively combine written language with other elements (graphics, video, sound) to produce effective multimodal documents.		X	X	X
4.	Evaluate the changing role of writing across time by examining new media writing and applying the knowledge generated to their own new media writing practices.		X	X	
		100%			

* If weighting is assigned to CILOs, they should add up to 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	
Interactive	Students attend interactive	X				X	

lectures	lectures in which principles and theories of new media writing are evaluated and discussed.						
Independent reading	Students complete readings which include articles and book chapters on the changing role of writing, new media writing theories and principles as well as online examples of authentic new media writing which they analyze and evaluate in terms of their own new media writing practices.	X				X	
Multimodal composing workshops	Students participate in various in-class and out of class multimodal composing workshops designed to create interactive content, using new media platforms like wikis and blogs, directly applying the concepts introduced by the lecturer.		X	X	X		

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%							
New media writing portfolio		X	X	X		30%	Individual: Students prepare a total of three pieces of new media writing and critically reflect on the writing practice
Instructional video	X				X	25%	Groupwork: Students create an instructional video to explain concepts learnt in the course
Analytical essay		X	X	X		35%	Individual: Students write a final essay on given topics to demonstrate understanding of concepts learnt in class.
Participation	X	X	X	X	X	10%	Individual: Students are expected to participate actively in class and in online discussions
Examination: ____% (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)
New Media Writing Portfolio (30%)	Language and content (20%)	<p>Excellent use of language with few errors and appropriate to the genre and audience</p> <p>Information is presented in a creative/original way that is extremely attractive</p> <p>Semiotic modes used complements and reinforces the content extremely well</p> <p>Excellent reflection of the writing process, with an extremely high level of critical thinking</p>	<p>Good use of language with some errors and mostly appropriate to the genre and audience</p> <p>Information is presented in a somewhat creative/original way that is attractive</p> <p>Semiotic modes used complements and reinforces the content to a large extent</p> <p>A comprehensive reflection of the writing process, with a high level of critical thinking</p>	<p>Adequate use of language with some errors (sometimes major) although at times not appropriate to the genre and audience</p> <p>Information is presented in a moderately organised and moderately creative/original way that is somewhat attractive</p> <p>Semiotic modes used somewhat complements the content</p> <p>A satisfactory reflection of the writing process, with some critical thinking</p>	<p>Little evidence of adequate use of language for the genre and audience</p> <p>Little evidence that the information is presented in a creative/original way. Little attempt to make the text attractive</p> <p>Semiotic modes used complement the content in a limited way, and may be contradictory to the content at times</p> <p>A limited reflection of the writing process, with little evidence of critical thinking</p>	<p>Inadequate use of language for the genre and audience</p> <p>Information is not presented in a creative/original way. No attempt to make the text attractive</p> <p>Semiotic modes used contradicts with the content</p> <p>A superficial reflection of the writing process, with no evidence of critical thinking</p>

	Multimodal design (10%)	Excellent use of semiotic modes appropriate to the genre and audience Excellent understanding of the affordances and constraints of the new media	Good use of semiotic modes mostly appropriate to the genre and audience Good understanding of the affordances and constraints of the new media	Adequate use of semiotic modes although at times not appropriate to the genre and audience Adequate understanding of the affordances and constraints of the new media	Little evidence of adequate use of semiotic modes for the genre and audience Little evidence of adequate understanding of the affordances and constraints of the new media	Inadequate use of semiotic modes for the genre and audience Inadequate understanding of the affordances and constraints of the new media
Instructional video (25%)	Language and content (15%)	Shows extensive knowledge of assigned readings and full understanding of important concepts; Excellent use of language with few errors and appropriate to the genre and audience	Shows some good knowledge of assigned readings and an understanding of important concepts; Good use of language with some errors and mostly appropriate to the genre and audience	Shows limited knowledge of assigned readings and some basic understanding of important concepts; Adequate use of language with some errors (sometimes major) although at times not appropriate to the genre and audience	Shows very little in terms of knowledge of assigned readings and shows only a very limited understanding of important concepts; Little evidence of adequate use of language for the genre and audience	Shows no knowledge of assigned readings and shows little to no understanding of important concepts; Inadequate use of language for the genre and audience
	Multimodal design (10%)	Excellent understanding of	Good understanding of	Adequate understanding of	Little evidence of adequate	Inadequate understanding of

		<p>affordances and constraints of the medium/process</p> <p>Able to design creative and interesting visuals which effectively and appropriately support the video and utilize an appropriate variety of multimedia and visual effects</p>	<p>the affordances and constraints of the medium/process</p> <p>Able to design visuals which appropriately support the video and utilize an appropriate variety of multimedia and visual effects.</p>	<p>the affordances and constraints of the medium/process</p> <p>Able to design visuals which are moderately appropriate, support the video moderately well, and utilize a somewhat limited and/or somewhat inappropriate range of multimedia and visual effects.</p>	<p>understanding of the affordances and constraints of the medium/process</p> <p>Little evidence that the student is able to design visuals which are mostly appropriate, support the video most of the time and utilize a range of visual aids. The visuals may be very wordy and/or inappropriate.</p>	<p>the affordances and constraints of the medium/process</p> <p>Unable to design appropriate visuals which support the presentation and utilize a range of visual aids. The visuals are very wordy and/or inappropriate.</p>
Analytical essay (35%)	Content (25%)	Shows extensive knowledge of assigned readings and full understanding of important concepts; Can relate concepts from readings to issues raised in class;	Shows some good knowledge of assigned readings and an understanding of important concepts; Can relate most of the concepts from readings to	Shows limited knowledge of assigned readings and some basic understanding of important concepts; Can relate some of the concepts from readings to issues	Shows very little in terms of knowledge of assigned readings and shows only a very limited understanding of important concepts; Has trouble	Shows no knowledge of assigned readings and shows little to no understanding of important concepts; Cannot relate the concepts from readings to issues

		<p>Accurately and impressively applies concepts to given situations</p> <p>Uses appropriate in-text citation and referencing techniques to support concepts all of the time</p>	<p>issues raised in class;</p> <p>Accurately applies concepts to given situations</p> <p>Uses appropriate in-text citation and referencing techniques to support concepts most of the time</p>	<p>raised in class;</p> <p>Able to apply a few of the concepts to given situations</p> <p>Uses appropriate in-text citation and referencing techniques to support concepts some of the time</p>	<p>relating the concepts from readings to issues raised in class;</p> <p>Applies a limited or fairly basic understanding of the concepts to given situations</p> <p>Rarely uses appropriate in-text citation and referencing techniques to support concepts</p>	<p>raised in class;</p> <p>Applies no clear understanding of the concepts to given situations</p> <p>Does not use appropriate in-text citation and referencing techniques to support concepts</p>
	Language (10%)	Excellent use of language with few errors and appropriate to the genre and audience	Good use of language with some errors and mostly appropriate to the genre and audience	Adequate use of language with some errors (sometimes major) although at times not appropriate to the genre and audience	Little evidence of adequate use of language for the genre and audience	Inadequate use of language for the genre and audience
Participation (10%)		An excellent record of attendance and participation. Attended all classes	Satisfactory attendance and punctuality. Generally	Satisfactory attendance and punctuality. Sometimes	Attendance and punctuality not fully satisfactory and/or	Attendance and punctuality were unsatisfactory. Did not

		punctually, always participated actively and constructively in in-class and online activities.	participated actively and constructively in in-class and online activities	participated actively and constructively in in-class and online activities	participation in in-class and online activities was inconsistent	meaningfully engage with in-class and online activities.
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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, digital literacies, new media genres, new media writing, affordances, digital tools, multimodal composition digital video, digital games

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.)

- Albarran, Alan B. and David H. Goff, eds. (2000). *Understanding the Web*. Ames: Iowa State University Press.
- Berkman, Robert I. and Christopher A. Shumway. (2003). *Digital Dilemmas: Ethical Issues for Online Media Professionals*. Ames: Iowa State Press.
- Berners-Lee, Tim. (2001). *Weaving the Web*. New York: HarperCollins Publishers.
- Coulmas, F. (2013). *Writing and Society: An Introduction*. Cambridge: Cambridge University Press.
- De Wolk, Roland. (2001). *Introduction to Online Journalism*. Boston: Allyn & Bacon.
- Garrand, Timothy Paul (1997). *Writing for multimedia: Entertainment, education, training advertising and the World Wide Web*, Boston: Focal Press.
- Garrison, Bruce (1996). *Successful strategies for computer-assisted reporting*. Mahwah, New Jersey: Erlbaum
- Holz, Shel (1998). *Public Relations On the Net: Winning strategies to inform and influence the media, the investment community, the government, the public and more!* New York: AMACOM.
- Horton, William K. (1998). *Designing and writing online documentation: Hypermedia for self-supporting products*. New York: Wiley.
- Jones, Rodney H., Hafner, Christoph A. (2012). *Understanding digital literacies: A practical introduction*. London: Routledge.
- Korolenko, Michael (1996). *Writing for multi-media: A guide and sourcebook for the digital writer*. New York: Wadsworth.
- McGuire, Mary (1999). *The internet handbook for writers, researchers, and journalists*. New York, The Guilford Press.
- McMillan, Sam (1999). *Writing for the Web and new media*. New York, Sams
- Marlow Eugene, Sileo, Janice (1996). *Electronic public relations*. Wadsworth Series in Mass Communication and Journalism. New York: Wadsworth.
- Reddick, Randy (1997). *The online journalist: using the Internet and other electronic resources*. Fort Worth, Texas: Harcourt Brace College.
- Rich, Carole (1999). *Creating online media: a guide to research, writing and design on the Internet*. Boston: McGraw-Hill.
- Rose, Marshall, T. (1993). *The Internet message: closing the book with electronic mail*. Englewood Cliffs, New Jersey: Prentice Hall.
- Stovall, James Glen. (2004). *Web Journalism*. Boston: Allyn and Bacon.
- Wood, Andrew F. (2001). *Online Communication: Linking Technology, Identity, & Culture*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Wysocki, Anne.Frances. Johnson-Eilola, Johndan. Selfe, Cynthia.L. Sirc, Geoffrey. (2004). *Writing New Media: Theory and Applications*. Utah: Utah State University Press.

2.2 Additional Readings

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

Borden, Diane L., and Kerric Harvey, eds. (1998). *The Electronic Grapevine: Rumor, Reputation, and*

- Reporting in the New Online Environment. Mahwah, NJ: Lawrence Erlbaum.
- Brooks, Brian S. (1997). Journalism in the Information Age: A Guide to Computers for Reporters and Editors. Boston: Allyn and Bacon.
- Burke, Colin B. (1994). Information and Secrecy: Vannevar Bush, Ultra, and the Other Memex. Metuchen, NJ: Scarecrow Press.
- Callahan, Christopher. (2002) A Journalist's Guide to the Internet. Boston: Allyn and Bacon.
- Campbell-Kelly, Martin and William Aspray. (1996). Computer: A History of the Information Machine. New York: BasicBooks.
- Ceruzzi, Paul E. (1998). A History of Modern Computing. Cambridge: The MIT Press.
- Dizard, Jr. Wilson. (2000). Old Media / New Media: Mass Communication in the Information Age. New York: Longman.
- Fidler, Roger. (1997). Mediamorphosis: Understanding New Media. Thousand Oaks, CA: Pine Forge Press.
- Garcia, Mario R. (1997). Redesigning Print for the Web. Indianapolis, IN: Hayden Books.
- Garrison, Bruce. (1998). Computer-Assisted Reporting. 2nd ed. Hillsdale, NJ: Lawrence Erlbaum.
- Gillies, James and Robert Cailliau. (2000). How the Web was Born. Oxford: Oxford University Press.
- Gillmor, Dan. (2004). We the Media: Grassroots Journalism by the People, for the People. Sebastopol, CA: O'Reilly Media.
- Goldstein, Norm. (2002). The Associated Press Guide to Internet Research and Reporting. New York: Perseus Books Group.
- Graziplene, Leonard R. (2000). Teletext: Its Promise and Demise. Cranbury, NJ: Lehigh University Press.
- Gunter, Barrie. (2003). News and the Net. Mahwah, NJ: Lawrence Erlbaum.
- Hafner, Katie and Matthew Lyon. (1996). Where Wizards Stay Up Late: The Origins of the Internet. New York: Simon & Schuster.
- Hall, Jim. (2001). Online Journalism: A Critical Primer. Sterling, VA: Pluto Press.
- Hane, Paula J. (2000). Super Searchers in the News. Medford, NJ: Information Today.
- Hansen, Kathleen A. and Nora Paul. (2004). Behind the Message: Information Strategies for Communicators. Boston: Allyn & Bacon.
- Harper, Christopher. (1997). And That's the Way It Will Be: News and Information in a Digital World. New York: New York University Press.
- Kaye, Barbara K. and Norman J. Medoff. (1999). The World Wide Web: A Mass Communication Perspective. Mountain View, CA: Mayfield Publishing Company.
- Kawamoto, Kevin. (2003). Digital Journalism: Emerging Media and Changing Horizons of Journalism. Lanham, MD: Rowman & Littlefield.
- Kress, Gunter (2003). Literacy in the New Media Age. London: Routledge.
- Koch, Tom. (1991). Journalism for the 21st Century. Westport, CT: Greenwood Press.
- Lubar, Steven. (1993). InfoCulture: the Smithsonian Book of the Inventions of the Information Age. Boston, MA: Houghton Mifflin Company.
- McGuire, Mary and Linda Stilborne, Melinda McAdams, Laurel Hyatt. (2000). The Internet Handbook for Writers, Researchers, and Journalists. New York: The Guilford Press.
- Martin, Shannon E. and Kathleen A. Hansen. (1998). Newspapers of Record in a Digital Age: From Hot Type to Hot Link. Westport, CT: Praeger.
- Moschovitis, Christos J.P. History of the Internet. (1999). Santa Barbara, CA: ABC-CLIO.
- Negroponte, Nicholas. (1995). Being Digital. New York: Alfred A. Knopf.
- Nielsen, Jakob and Marie Tahir. (2002). Jakob Nielsen's 50 Web Sites. Indianapolis, IN: New Riders Publishing.
- Pavlik, John V. (2001). Journalism and New Media. New York: Columbia University Press.
- Postman, Neil. (1992). Technopoly: The Surrender of Culture to Technology. New York: Alfred A. Knopf.
- Randall, Neil. (1997). The Soul of The Internet. New York: International Thomson Computer Press.
- Reddick, Randy and Elliot King. (2000). The Online Journalist. 3rd ed. Fort Worth, TX: Harcourt Brace.

- Salus, Peter H. (1995). *Casting the Net: From ARPANET to Internet & Beyond*. Reading, MA: Addison-Wesley.
- Seib, Philip. (2000). *Going Live: Getting the News Right in a Real-Time, Online World*. Lanham, MD: Rowman & Littlefield.
- Segaller, Stephen. *Nerds 2.0.1: A Brief History of the Internet*. (1998). New York: TV Books.
- Ward, Mike.(2002). *Journalism Online*.Woburn, MA: Focal Press.
- Wendland, Mike. (1999). *Wired Journalist: Newsroom Guide to the Internet*. 3rd ed. Washington, DC: RTNDA.
- Weinberger, David. (2002). *Small Pieces Loosely Joined*. Cambridge, MA: Perseus Press.
- Wickham, Kathleen, ed. (1998). *Perspectives: Online Journalism*. Boulder, Colorado: Coursewise Publishing.