

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester B 2020/2021**

Part I Course Overview

Language and Digital Media

Course Title:

EN2848

Course Code:

1 Semester

Course Duration:

3

Credit Units:

B2

Level:

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:

(for GE courses only)

English

Medium of Instruction:

English

Medium of Assessment:

Nil

Prerequisites:

(Course Code and Title)

Nil

Precursors:

(Course Code and Title)

Nil

Equivalent Courses:

(Course Code and Title)

GE2216 New Literacies in the Information Age

Exclusive Courses:

(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to study the impacts of computer-mediated communication on the way we interact, use language and think about ourselves. It introduces theories from psychology, media studies and sociolinguistics to explain questions relevant to our everyday relationship with technology. Students will have the opportunity to analyse on-line interaction, both in the classroom and outside of it. Throughout the semester, students will do a project in which they analyse their own on-line interaction and experiment in participating in virtual communities.

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 critically analyse the construction of identities and communities in online spaces and apply the knowledge generated to their own practice		X		
2.	describe and critically analyse authentic online interactions and literacy practices in virtual communities/spaces and apply the knowledge generated to their own practice		X	X	
3.	describe and explain the relationship among face-to-face and virtual expressions, identities, communities/spaces, interactions and literacy practice		X	X	
4.	identify and compose solutions related to critical, social issues of language and digital media			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			
Interactive lectures	Interactive lectures delivered in class with in-class activities and a range of exercises requiring group and individual participation, often conducted in a computer lab and through online communication and collaboration tools	X	X					
Course readings and online sources of engagement	Readings facilitate learning and discussion of online communities, online identities, and issues related to digital media theory, including social and personal engagement in Web 2.0 platforms and social media networks.		X	X	X			
Group activities online	Groups work to design and implement original projects both in-class and out of class using new media tools and practices discussed in course readings (e.g. social networking). Such projects facilitate understanding of online community formation and the possibilities of working together through new media tools in various interfaces.			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				
Continuous Assessment: _100_%								
Quiz			x	x			20%	Individual: Students demonstrate understanding of

								concepts learnt in class through an in-class quiz.
Analysis paper	X	X	X	X			30%	Individual: analyse a selection of digital texts by using concepts and frameworks covered in class
Research Proposal		X	X	X			10%	Group: Students work on a research proposal for the project.
Ethnographic Project	x	x	X	X			30%	Group: Students conduct research on a topic related to language and digital media, and present the findings using new media tools.
Participation							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)
Analysis paper (30%)	Content Organisation Language	<p>Able to apply appropriate principles and tools to yield a complete and insightful analysis,</p> <p>Key features of the text are accurately identified and described in great depth</p> <p>Finding is presented in a coherent way in clear and accurate English with minimal usage errors.</p>	<p>Able to apply appropriate principles and tools to yield a complete analysis</p> <p>Key features of the text are identified and described in sufficient depth</p> <p>Finding is presented in a fairly organized way with few usage errors in English.</p>	<p>Able to apply some appropriate principles and tools to yield an analysis,</p> <p>Most key features of the text are identified and described in some depth</p> <p>Finding is presented in mostly accurate English.</p>	<p>Able to analyse some key features of the text and apply some principles and tools of analysis and/or express ideas with many usage errors.</p>	<p>Unable to analyze data and/or express ideas with serious usage errors that interfere with comprehension.</p>
Quiz (20%)		Shows extensive knowledge of assigned readings and full	Shows some good knowledge of assigned	Shows limited knowledge of assigned readings and some basic	Shows very little in terms of knowledge of assigned	Shows no knowledge of assigned readings and shows little to

		<p>understanding of important concepts; Can relate concepts from readings to issues raised in class;</p> <p>Accurately and impressively applies concepts to situations in one's own life context.</p>	<p>readings and an understanding of important concepts; Can relate most of the concepts from readings to issues raised in class;</p> <p>Accurately applies concepts to situations in one's own life context.</p>	<p>understanding of important concepts; Can relate some of the concepts from readings to issues raised in class;</p> <p>Able to apply a few of the concepts to situations in one's own life context.</p>	<p>readings and shows only a very limited understanding of important concepts;</p> <p>Has trouble relating the concepts from readings to issues raised in class;</p> <p>Applies a limited or fairly basic understanding of the concepts to situations in one's own life context.</p>	<p>no understanding of important concepts; Cannot relate the concepts from readings to issues raised in class;</p> <p>Applies no clear understanding of the concepts to situations in one's own life context.</p>
<p>Research Proposal (10%)</p>	<p>Content (10%)</p>	<p>Excellent proposal and review, which provides a very well justified choice of online</p>	<p>Good proposal and review, which provides a well justified choice of</p>	<p>Adequate proposal and review, which provides an adequately justified choice of online community,</p>	<p>Little evidence of justification in the choice of online community. Little evidence</p>	<p>Inadequate proposal and review. Fails to justify the choice of online community,</p>

		<p>community, research questions that are very clearly related to language and digital media, and methods that are very clearly capable of answering those questions. The review provides an excellent summary of at least two clearly relevant and reputable sources. Excellent use of language with few errors and appropriate to the genre and audience</p>	<p>online community, research questions that are related to language and digital media, and methods that are capable of answering those questions. The review provides a good summary of at least two relevant and reputable sources. Good use of language with some errors and mostly appropriate to the genre and audience</p>	<p>research questions that are sometimes related to language and digital media, and methods that are sometimes capable of answering those questions. The review provides an adequate summary of at least one source, which may be relevant and reputable. Adequate use of language with some errors (sometimes major) although at times not appropriate to the genre and audience</p>	<p>that the research questions are related to language and digital media. Little evidence that the research methods are capable of answering the questions. The review does not provide an adequate summary of at least one source, which may be relevant and reputable. Little evidence of adequate use of language for the genre and audience</p>	<p>provide research questions that are related to language and digital media, and methods that are capable of answering the questions. The review does not provide an adequate summary of at least one source. The sources reviewed are not relevant and/or not reputable. Inadequate use of language for the genre and audience</p>
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Final Ethnographic Project (30%)	Project website content (20%)	An excellent project website with an excellent rationale for choice of community and questions, data that is always effectively selected and an excellent analysis that answers the questions. Excellent conclusions that can be clearly justified and may show originality are reached.	A good project website with a good rationale for choice of community and questions, data that is mostly effectively selected and a good analysis that mostly answers the questions. Good conclusions are reached.	An adequate project website with an adequate rationale for choice of community and questions, data that is sometimes effectively selected and an adequate analysis that sometimes answers the questions. Adequate conclusions are reached.	An inadequate project website with an inadequate rationale for choice of community and questions, data that is may not be effectively selected and an analysis that may not adequately answer the questions. Conclusions may not be adequate.	Fails to provide an adequate rationale for choice of community and questions. Fails to select and analyze data adequately. Fails to reach adequate conclusions.
	Project website composition (10%)	Excellent use of hypertext to organise the website and	Good use of hypertext to organise the website	Adequate use of hypertext to organise the website and adequate	Inadequate use of hypertext to organise the website and	Fails to make proper use of hypertext to organize the

		<p>multimodal resources that always combine effectively to make meaning. Excellent use of language with few errors and always appropriate to the genre and audience.</p>	<p>and good use of multimodal resources that mostly combine effectively to make meaning. Good use of language with some errors and mostly appropriate to the genre and audience.</p>	<p>use of multimodal resources that sometimes combine effectively to make meaning. Adequate use of language with some errors (sometimes major) although at times not appropriate to the genre and audience.</p>	<p>inadequate use of multimodal resources that do not combine effectively to make meaning. Little evidence of adequate use of language for the genre and audience.</p>	<p>website and fails to make use of multimodal resources effectively. Inadequate use of language for the genre and audience.</p>
Participation (10%)		<p>An excellent record of attendance and participation. Attended all classes punctually, always participated actively and</p>	<p>Satisfactory attendance and punctuality. Generally participated actively and constructively in in-class and online activities</p>	<p>Satisfactory attendance and punctuality. Sometimes participated actively and constructively in in-class and online activities</p>	<p>Attendance and punctuality not fully satisfactory and/or participation in in-class and online activities was inconsistent</p>	<p>Attendance and punctuality were unsatisfactory. Did not meaningfully engage with in-class and online activities.</p>

		constructively in 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.)

Attention, collaboration, cybercultures, digital media, identity, online communities, virtual interaction

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.	
2.	
3.	
...	

2.2 Additional Readings

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

1.	Fielding, N., Lee, R. M., & Blank, G. (Eds.). (2008). <i>The SAGE Handbook of Online Research Methods</i> . Los Angeles: SAGE.
2.	Markham, A. N., & Baym, N. K. (Eds.). (2008). <i>Internet inquiry: Conversations about method</i> . Thousand Oaks, CA: Sage Publications.
3.	Paccagnella, L. (1997). Getting the seat of your pants dirty: Strategies for ethnographic research on virtual communities. <i>Journal of Computer-Mediated Communication</i> , 3(1). Retrieved June 12, 2009, from http://jcmc.indiana.edu/vol3/issue1/paccagnella.html .
4.	Jones, S. (Ed.). (1997). <i>Virtual culture: Identity and communication in cybersociety</i> . London: Sage Publications.
5.	Jones, R. H., & Hafner, C. A. (2012). <i>Understanding Digital Literacies: A Practical Introduction</i> . London: Routledge.
6.	Lee, C. (2016). <i>Multilingualism Online</i> . London; New York: Routledge.