## City University of Hong Kong Course Syllabus

# offered by Department of English with effect from Semester A 2022 / 2023

Part I Course Over	view
Course Title:	New Literacies and Language Learning
Course Code:	EN6494
Course Duration:	One semester
Credit Units:	3
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	NA
Precursors: (Course Code and Title)	NA
Equivalent Courses: (Course Code and Title)	NA
Exclusive Courses: (Course Code and Title)	NA

#### Part II Course Details

#### 1. Abstract

(A 150-word description about the course)

This course aims to teach students a variety of approaches to the use of digital technologies and new literacy practices for the purpose of language learning, having particular regard to students' own teaching and learning context. Students have the opportunity to experience new literacy practices that draw on digital technologies and evaluate the usefulness of such new literacy practices for language learning purposes.

#### 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*		very-en	
		(if		ılum re	
		applicable)		ng outco	
			(please	e tick	where
			approp	oriate)	
			A1	A2	A3
1.	Evaluate how the affordances of digital technologies affect reading, writing and communicating and lead to a range of new literacy practices in digital media		X	X	X
2.	Evaluate how the affordances of digital technologies can be used in order to promote the learning of language skills		X	X	X
3.	Evaluate a range of pedagogical approaches to the use of digital technologies for language learning		X	X	X
4	Apply knowledge of both pedagogical approaches and affordances of digital tools to their own practices of language teaching and learning		X	X	X
5	Design, create and critically evaluate tasks and projects that draw upon digital technologies and associated new literacy practices		X	X	X
* If we	eighting is assigned to CILOs, they should add up to 100%.	100%		ı	

## 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		O No.		Hours/week (if		
		1	2	3	4	5	applicable)
Interactive lectures	Students will identify, describe and evaluate key concepts related to:  • Creative and innovative new literacy practices for language learning • Instructional design and evaluation of new forms of online language learning resources • Implementing particular new technologies and associated innovative, new literacy practices in the language classroom	X	X	X	X	X	
Assigned reading	Students will read and reflect on relevant academic articles on the topic of digital literacies and language learning	X	X	X	X	X	
Workshops and demonstrations	Students will:  Experience a range of innovative new literacy practices and discuss how such practices can be applied in their own practice of language teaching and learning  Create online multimedia language learning tasks and projects and discuss how such activities can be applied in their own practice of language teaching and learning	X	X	X	X	X	

## 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CIL	CILO No.			Weighting*	Remarks	
	1	2	3	4	5		
Continuous Assessment: 100%							
Group project to maintain a	X	X	X	X		20%	
reflective weblog							
This assessment task is							
designed to help students							
describe and evaluate the use of							
new literacy practices in							

language learning. Students draw on the assigned readings for the course in order to create an online weblog, in which they will:  Read and summarize							
academic articles and online sources about new literacies and language learning  Identify the potential problems of the literacy practices in the context of language teaching and learning and generate a range of creative solutions  Apply the knowledge generated to their own language teaching and learning practices by evaluating the effectiveness of the literacy practices in the students' own teaching and learning context (if applicable)							
Critical review essay	X	X	X			40%	
This assessment task is designed to help students understand and critically evaluate approaches to language learning that take account of new literacy practices. Students will be required to:  Describe a range of pedagogical approaches that draw upon new literacies in language teaching and learning Evaluate how the							
approaches might work in a real life context and what challenges might be faced							
Pairwork project to plan and evaluate a technology-enhanced lesson			X	X	X	40%	
This assessment task is designed to help students develop skills to design, create and critically evaluate a							

technology-enhanced language lesson. Students will use the concepts and methodologies covered in the course. Students will be required to:		
<ul> <li>Evaluate new literacy practices and their potential application to language learning</li> <li>Design a language lesson incorporating the selected new literacy practices</li> <li>Evaluate the potential of the new literacy practices for future lessons</li> </ul>		
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.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent	Good	Marginal	Failure
		(A+, A, A-)	(B+, B,)	(B-C+, C,)	(F)
Group project to maintain a reflective weblog		Makes an excellent contribution, by making own posts and commenting frequently on the posts of others. Posts demonstrate an excellent awareness of blogging conventions, including linking to other web resources. Posts provide a very interesting and critical evaluation of use of new technology in language teaching.	Makes a good contribution by making own posts and commenting on the posts of others. Posts demonstrate a good awareness of blogging conventions, including linking to other web resources. Posts provide a critical evaluation of use of new technology in language teaching.	Makes an adequate/marginal contribution by making own posts and occasionally commenting on posts of others. Posts demonstrate an adequate/marginal awareness of blogging conventions, including linking to other web resources. Posts may provide a adequately /marginally critical evaluation of new technology in language teaching.	Does not contribute to reflective weblog in any meaningful way.
Critical Review Essay		Provides an excellent review of the literature, demonstrating a detailed understanding of the concepts of new literacies and related language learning pedagogy all of the time. Applies the concepts in a critical manner, showing insight into relevant practical and/or	Provides a good review of the literature, demonstrating a detailed and critical understanding of the concepts of new literacies and related language learning pedagogy some of the time. Applies the concepts in a critical manner, at times showing insight into	Provides an adequate/marginal review of the literature, but more detail and/or critical understanding of the concepts of new literacies and related language learning pedagogy is required. Applies the concepts in a a fairly/marginally critical manner, but may not show insight into relevant practical and/or	Does not provide an adequate review of the literature and there is little or no evidence of understanding of concepts of new literacies and related language learning pedagogy. Does not apply the concepts at all.

		theoretical issues.	relevant practical and/or theoretical issues.	theoretical issues.	
Pairwork project to plan and evaluate a technology-enhanced lesson	Literature review 40%	Provides an excellent review of approach adopted and specific application of chosen technology in language teaching. Refers to a range of clearly relevant literature. Sources are always appropriately referenced.	Provides a very good review of approach adopted and specific application of chosen technology in language teaching. Refers to a range of relevant literature. Sources are mostly appropriately referenced.	Provides an adequate/marginal review of approach adopted and specific application of chosen technology in language teaching. Refers to some relevant literature. Sources are sometimes appropriately referenced.	All aspects of the review are inadequate.
	Lesson/Project design and use of technology 40%	Provides an excellent description of teaching context, lesson/project design, and supporting materials, with very clear aims and procedures that match the aims. The lesson focuses clearly on new technology, and uses new technology in an appropriate, creative, and student-centered way.	Provides a good description of teaching context, lesson/project design and supporting materials, with clear aims and procedures that mostly match the aims. The lesson/project focuses on new technology, and mostly uses new technology in an appropriate, creative, and student-centered way.	Provides an adequate/marginal description of teaching context, lesson/project design and supporting materials, with aims and procedures that sometimes match the aims. The lesson/project focuses on new technology, and sometimes uses new technology in an appropriate and student-centered way.	All aspects of the lesson/project design are inadequate.
	Discussion/evaluation of lesson/project 20%	Provides an excellent, evaluation, with interesting, critical insight into possible problems and solutions.	Provides a good evaluation, with some insight into possible problems and solutions.	Provides an adequate / marginal evaluation of possible problems and solutions.	All aspects of the evaluation are inadequate.

## Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent	Good	Fair	Marginal	Failure
		(A+, A, A-)	(B+, B, B-)	(C+, C, C-)	(D)	(F)
Group project to maintain a reflective		Makes an	Makes a good	Makes an adequate	Makes a contribution	Does not contribute
weblog		excellent	contribution by	contribution by	mostly by making	to reflective weblog
		contribution, by	making own posts	making own posts	own posts but not by	in any meaningful
		making own posts	and commenting	and occasionally	commenting on posts	way.
		and commenting	on the posts of	commenting on	of others. Posts do	
		frequently on the	others. Posts	posts of others.	not demonstrate an	
		posts of others.	demonstrate a	Posts demonstrate	adequate awareness	
		Posts demonstrate	good awareness	an adequate	of blogging	
		an excellent	of blogging	awareness of	conventions and do	
		awareness of	conventions,	blogging	not provide a critical	
		blogging	including linking	conventions,	evaluation of new	
		conventions,	to other web	including linking to	technology in	
		including linking	resources. Posts	other web	language teaching.	
		to other web	provide a critical	resources. Posts		
		resources. Posts	evaluation of use	may provide a		
		provide a very	of new	critical evaluation		
		interesting and	technology in	of new technology		
		critical evaluation	language	in language		
		of use of new	teaching.	teaching.		
		technology in				
		language				
		teaching.				

Critical Review Essay						
2554		Provides an	Provides a good	Provides an	Does not provide an	Does not provide an
		excellent review	review of the	adequate review of	adequate review of	adequate review of
		of the literature,	literature,	the literature, but	the literature, though	the literature and
		demonstrating a	demonstrating a	more detail and/or	there is some	there is little or no
		detailed	detailed and	critical	evidence of	evidence of
		understanding of	critical	understanding of	understanding of the	understanding of
		the concepts of	understanding of	the concepts of	concepts of new	concepts of new
		new literacies and	the concepts of	new literacies and	literacies and related	literacies and related
		related language	new literacies and	related language	language learning	language learning
		learning pedagogy	related language	learning pedagogy	pedagogy. Does not	pedagogy. Does not
		all of the time.	learning pedagogy	is required. Applies	apply the concepts in	apply the concepts at
		Applies the	some of the time.	the concepts in a	any meaningful way.	all.
		concepts in a	Applies the	critical manner, but		
		critical manner,	concepts in a	may not show		
		showing insight	critical manner, at	insight into		
		into relevant	times showing	relevant practical		
		practical and/or	insight into	and/or theoretical		
		theoretical issues.	relevant practical	issues.		
			and/or theoretical			
			issues.			
Pairwork project to	Literature review	Provides an	Provides a very	Provides an	Does not provide an	All aspects of the
plan and evaluate a	40%	excellent review	good review of	adequate review of	adequate review of	review are
technology-enhanced lesson	1070	of approach	approach adopted	approach adopted	approach adopted	inadequate.
		adopted and	and specific	and specific	and specific	macquate.
		specific	and specific application of	application of	application of chosen	
		application of	chosen	chosen technology	technology in	
		application of	CHOSCH	chosen technology	technology III	

	chosen	technology in	in language	language teaching.	
	technology in	language	teaching. Refers to	Sources are not	
	language	teaching. Refers	some relevant	appropriately	
	teaching. Refers	to a range of	literature. Sources	referenced.	
	to a range of	relevant literature.	are sometimes		
	clearly relevant	Sources are	appropriately		
	literature. Sources	mostly	referenced.		
	are always	appropriately			
	appropriately	referenced.			
	referenced.				
Lesson/Project design	Provides an	Provides a good	Provides an	Does not provide an	All aspects of the
and use of technology	excellent	description of	adequate	adequate description	lesson/project design
40%	description of	teaching context,	description of	of teaching context,	are inadequate.
1070	teaching context,	lesson/project	teaching context,	lesson/project design	are madequate.
	lesson/project	design and	lesson/project	and supporting	
	design, and	supporting	design and	materials. The	
		materials, with	C		
	supporting	•	supporting	lesson/project does	
	materials, with	clear aims and	materials, with	not focus clearly on	
	very clear aims	procedures that	aims and	new technology,	
	and procedures	mostly match the	procedures that	and/or does not use	
	that match the	aims. The	sometimes match	new technology in an	
	aims. The lesson	lesson/project	the aims. The	appropriate and	
	focuses clearly on	focuses on new	lesson/project	student-centered	
	new technology,	technology, and	focuses on new	way.	
	and uses new	mostly uses new	technology, and		
	technology in an	technology in an	sometimes uses		
	appropriate,	appropriate,	new technology in		

	creative, and	creative, and	an appropriate and		
	student-centered	student-centered	student-centered		
	way.	way.	way.		
Discussion/evaluation	Provides an	Provides a good	Provides an	Does not provide an	All aspects of the
of lesson/project 20%	excellent,	evaluation, with	adequate	adequate evaluation	evaluation are
	evaluation, with	some insight into	evaluation of	of possible problems	inadequate.
	interesting,	possible problems	possible problems	and solutions.	
	critical insight	and solutions.	and solutions.		
	into possible				
	problems and				
	solutions.				

#### **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.)

#### **Pedagogy**

Multiliteracies, Computer-assisted language learning, E-learning, behaviourist instruction, constructivism, computer as tutor, computer as tool, computer as stimulus, autonomy, tandem learning, project-based learning

## **Technology**

New literacies, new media, the Internet, computer mediated communication, blogging, wikis, podcasting, RSS, digital storytelling, social networking, gaming, MOOS, MUDS, MUVES, email, word processor, concordancer

### Design

Instructional design, evaluation, multimedia, web design, quiz authoring, web 2.0 tools

#### 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.	Abrams, Z. I. (2012). Computer-mediated communication and second language use. In <i>The</i>
	Encyclopedia of Applied Linguistics. John Wiley & Sons, Inc.
2.	Black, R. W. (2006). Language, culture, and identity in online fanfiction. <i>E-Learning and Digital</i>
	<i>Media</i> , 3(2), 170–184.
3.	Chik, A. (2014). Digital gaming and language learning: Autonomy and community. Language
	Learning & Technology, 18(2), 85–100.
4.	Ducate, L.C., & Lomicka, L. L. (2005). Exploring the blogosphere: Use of web logs in the Foreign
	language classroom. Foreign Language Annals, 38(3), 410–421.
5.	Hafner, C. A., Chik, A., & Jones, R. H. (2015). Digital literacies and language learning. Language
	Learning & Technology, 19(3), 1–7.
6.	O'Sullivan, Í., & Chambers, A. (2006). Learners' writing skills in French: Corpus consultation
	and learner evaluation. Second language writing, 15(1), 49–68.
7.	Sharples, M., Arnedillo Sanchez, I., Milrad, M., & Vavoula, G. (2009). Mobile learning: Small
	devices, big issues. In N. Balacheff, S. Ludvigsen, T. Jong, A. Lazonder, & S. Barnes (Eds.),
	Technology-Enhanced Learning. Dordrecht: Springer Netherlands.
8.	Thorne, S. L., & Reinhardt, J. (2008). "Bridging activities," new media literacies, and advanced
	foreign language proficiency. CALICO Journal, 25(3), 558–572.
9.	Tour, E. (2015). Digital Mindsets: Teachers' Technology Use in Personal Life and Teaching.
	Language Learning & Technology, 19(3), 124–139.
10.	Vasudevan, L., Schultz, K., & Bateman, J. (2010). Rethinking composing in a digital age:
	Authoring literate identities through multimodal storytelling. Written Communication, 27(4),
	442–468.