City University of Hong Kong
Course Syllabus

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

Part I   Course Overview

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* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			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 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		
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	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: 100%								
Group project to maintain a reflective weblog This assessment task is designed to help students describe and evaluate the use of new literacy practices in	X	X	X	X			20%	

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 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	X	X	X					40%	
Pairwork project to plan and evaluate a technology-enhanced lesson This assessment task is designed to help students develop skills to design, create and critically evaluate a			X	X	X			40%	

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

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B,)	Marginal (B-C+, C,)	Failure (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 (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (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 contribution by making own posts and occasionally commenting on posts of others. Posts demonstrate an adequate awareness of blogging conventions, including linking to other web resources. Posts may provide a critical evaluation of new technology in language teaching.	Makes a contribution mostly by making own posts but not by commenting on posts of others. Posts do not demonstrate an adequate awareness of blogging conventions and do not provide a 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 theoretical issues.	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 relevant practical and/or theoretical issues.	Provides an adequate 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 critical manner, but may not show insight into relevant practical and/or theoretical issues.	Does not provide an adequate review of the literature, though there is some evidence of understanding of the concepts of new literacies and related language learning pedagogy. Does not apply the concepts in any meaningful way.	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.
Pairwork project to plan and evaluate a technology-enhanced lesson	Literature review 40%	Provides an excellent review of approach adopted and specific application of	Provides a very good review of approach adopted and specific application of chosen	Provides an adequate review of approach adopted and specific application of chosen technology	Does not provide an adequate review of approach adopted and specific application of chosen technology in	All aspects of the review are inadequate.

		chosen technology in language teaching. Refers to a range of clearly relevant literature. Sources are always appropriately referenced.	technology in language teaching. Refers to a range of relevant literature. Sources are mostly appropriately referenced.	in language teaching. Refers to some relevant literature. Sources are sometimes appropriately referenced.	language teaching. Sources are not appropriately referenced.	
	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,	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,	Provides an adequate 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	Does not provide an adequate description of teaching context, lesson/project design and supporting materials. The lesson/project does not focus clearly on new technology, and/or does not use new technology in an appropriate and student-centered way.	All aspects of the lesson/project design are inadequate.

		creative, and student-centered way.	creative, and student-centered way.	an appropriate and student-centered way.		
	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 evaluation of possible problems and solutions.	Does not provide an adequate evaluation of possible problems and solutions.	All aspects of the evaluation are inadequate.

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 *The Encyclopedia of Applied Linguistics*. John Wiley & Sons, Inc.
2.	Black, R. W. (2006). Language, culture, and identity in online fanfiction. *E-Learning and Digital Media, 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.