

EN2848: LANGUAGE AND DIGITAL MEDIA

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Language and Digital Media

Subject Code

EN - English

Course Number

2848

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

GE2216 New Literacies in the Information Age

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-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

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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1 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	1, 2	

2	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.	2, 3, 4	
3	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.	3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks
1	Quiz	3, 4	20	Individual: Students demonstrate understanding of concepts learnt in class through an in-class quiz.
2	Analysis paper	1, 2, 3, 4	30	Individual: analyse a selection of digital texts by using concepts and frameworks covered in class
3	Research Proposal	2, 3, 4	10	Group: Students work on a research proposal for the project.
4	Ethnographic Project	1, 2, 3, 4	30	Group: Students conduct research on a topic related to language and digital media, and present the findings using new media tools.
5	Participation		10	Individual: Students are expected to participate actively in class and in online discussions

Continuous Assessment (%)

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Analysis paper (30%)

Criterion

Content Organisation Language

Excellent (A+, A, A-)

Able to apply appropriate principles and tools to yield a complete and insightful analysis

Key features of the text are accurately identified and described in great depth

Finding is presented in a coherent way in clear and accurate English with minimal usage errors

Good (B+, B, B-)

Able to apply appropriate principles and tools to yield a complete analysis

Key features of the text are identified and described in sufficient depth

Finding is presented in a fairly organized way with few usage errors in English

Fair (C+, C, C-)

Able to apply some appropriate principles and tools to yield an analysis

Most key features of the text are identified and described in some depth

Finding is presented in mostly accurate English.

Marginal (D)

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.

Failure (F)

Unable to analyze data and/or express ideas with serious usage errors that interfere with comprehension.

Assessment Task

Quiz (20%)

Excellent (A+, A, A-)

Shows extensive knowledge of assigned readings and full understanding of important concepts; Can relate concepts from readings to issues raised in class;

Accurately and impressively applies concepts to situations in one' s own life context.

Good (B+, B, B-)

Shows some good knowledge of assigned readings and an understanding of important concepts; Can relate most of the concepts from readings to issues raised in class;

Accurately applies concepts to situations in one' s own life context.

Fair (C+, C, C-)

Shows limited knowledge of assigned readings and some basic understanding of important concepts; Can relate some of the concepts from readings to issues raised in class;

Able to apply a few of the concepts to situations in one' s own life context.

Marginal (D)

Shows very little in terms of knowledge of assigned readings and shows only a very limited understanding of important concepts;

Has trouble relating the concepts from readings to issues raised in class;Applies a limited or fairly basic understanding of the concepts to situations in one' s own life context.

Failure (F)

Shows no knowledge of assigned readings and shows little to no understanding of important concepts;Cannot relate the concepts from readings to issues raised in class;

Applies no clear understanding of the concepts to situations in one' s own life context.

Assessment Task

Research Proposal (10%)

Criterion

Content (10%)

Excellent (A+, A, A-)

Excellent proposal and review, which provides a very well justified choice of online 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

Good (B+, B, B-)

Good proposal and review, which provides a well justified choice of 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

Fair (C+, C, C-)

Adequate proposal and review, which provides an adequately justified choice of online community, 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

Marginal (D)

Little evidence of justification in the choice of online community. Little evidence 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

Failure (F)

Inadequate proposal and review. Fails to justify the choice of online community, 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

Assessment Task

Final Ethnographic Project (30%)

Criterion

Project website content (20%)

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

Fails to provide an adequate rationale for choice of community and questions. Fails to select and analyze data adequately. Fails to reach adequate conclusions.

Assessment Task

Final Ethnographic Project (30%)

Criterion

Project website composition (10%)

Excellent (A+, A, A-)

Excellent use of hypertext to organise the website and multimodal resources that always combine effectively to make meaning. Excellent use of language with few errors and always appropriate to the genre and audience.

Good (B+, B, B-)

Good use of hypertext to organise the website 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.

Fair (C+, C, C-)

Adequate use of hypertext to organise the website and adequate 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.

Marginal (D)

Inadequate use of hypertext to organise the website and 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.

Failure (F)

Fails to make proper use of hypertext to organize the website and fails to make use of multimodal resources effectively. Inadequate use of language for the genre and audience.

Assessment Task

Participation (10%)

Excellent (A+, A, A-)

An excellent record of attendance and participation. Attended all classes punctually, always participated actively and constructively in in-class and online activities.

Good (B+, B, B-)

Satisfactory attendance and punctuality. Generally participated actively and constructively in in-class and online activities

Fair (C+, C, C-)

Satisfactory attendance and punctuality. Sometimes participated actively and constructively in in-class and online activities

Marginal (D)

Attendance and punctuality not fully satisfactory and/or participation in in-class and online activities was inconsistent

Failure (F)

Attendance and punctuality were unsatisfactory. Did not meaningfully engage with in-class and online activities.

Part III Other Information**Keyword Syllabus**

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

Reading List**Compulsory Readings**

Title	
1	Nil

Additional Readings

Title	
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.