# EN4166: WRITING AND THE MODERN WORLD

**Effective Term**
Semester A 2022/23

## Part I Course Overview

**Course Title**
Writing and the Modern World

**Subject Code**
EN - English
**Course Number**
4166

**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**
Nil

## Part II Course Details

**Abstract**
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.

**Course Intended Learning Outcomes (CILOs)**

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

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 | Students attend interactive lectures in which principles and theories of new media writing are evaluated and discussed. | 1 | |

| 2 | 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. | 1 | |
| 3 | Multimodal composing workshops | Students participate in various multimodal composing workshops designed to create interactive content, using new media platforms like wikis and blogs, directly applying the concepts introduced by the lecturer. | 2, 3, 4 | |

**Assessment Tasks / Activities (ATs)**

| | ATs | CILO No. | Weighting (%) | Remarks |
|---|---|---|---|---|
| 1 | New media writing portfolio | 2, 3, 4 | 30 | Individual: Students prepare a total of three pieces of new media writing and critically reflect on the writing practice |
| 2 | Instructional video | 1 | 30 | Groupwork: Students create an instructional video to explain and apply concepts learnt in the course |
| 3 | Analytical essay | 2, 3, 4 | 35 | Individual: Students write a final essay on given topics to demonstrate understanding of concepts learnt in class. |
| 4 | Participation | 1, 2, 3, 4 | 5 | Individual: Students are expected to participate actively in class and in online discussions |

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)**

**Assessment Task**
New Media Writing Portfolio (30%)

**Criterion**
Language and content

**Excellent (A+, A, A-)**
Excellent use of language with few errors and appropriate to the genre and audience

Information is presented in a creative/original way

Excellent reflection of the writing process, with an extremely high level of critical thinking and deep engagement with course content

**Good (B+, B, B-)**
Good use of language with some errors and mostly appropriate to the genre and audience

Information is presented in a somewhat creative/original way

A comprehensive reflection of the writing process, with a high level of critical thinking, with good engagement with course content

**Fair (C+, C, C-)**
Adequate use of language with some errors (sometimes major) although at times not appropriate to the genre and audience

Information is presented in a moderately organised and moderately creative/original way

A satisfactory reflection of the writing process, with some critical thinking, and some engagement with course content

**Marginal (D)**
Little evidence of adequate use of language for the genre and audience

Little evidence that the information is presented in a creative/original way.

A limited reflection of the writing process, with little evidence of critical thinking, and limited engagement with course content

**Failure (F)**
Inadequate use of language for the genre and audience

Information presented lacks creativity/originality creative/original way.

A superficial reflection of the writing process, with no evidence of critical thinking and no engagement with course content

---

**Assessment Task**
New Media Writing Portfolio (30%)

**Criterion**
Multimodal design

**Excellent (A+, A, A-)**
Excellent use of semiotic modes appropriate to the genre and audience

Semiotic modes used complements and reinforces the content extremely well

Excellent understanding of the affordances and constraints of the new media

**Good (B+, B, B-)**
Good use of semiotic modes mostly appropriate to the genre and audience

Semiotic modes used complements and reinforces the content to a large extent

Good understanding of the affordances and constraints of the new media

**Fair (C+, C, C-)**
Adequate use of semiotic modes although at times not appropriate to the genre and audience

Semiotic modes used somewhat complements the content

Adequate understanding of the affordances and constraints of the new media

**Marginal (D)**
Little evidence of adequate use of semiotic modes for the genre and audience

Semiotic modes used complement the content in a limited way, and may be contradictory to the content at times

Little evidence of adequate understanding of the affordances and constraints of the new media

**Failure (F)**
Inadequate use of semiotic modes for the genre and audience

Semiotic modes used contradicts with the content

Inadequate understanding of the affordances and constraints of the new media

---

**Assessment Task**
Instructional video (30%)

**Criterion**
Language and content

**Excellent (A+, A, A-)**
Excellent use of language with few errors and appropriate to the genre and audience

**Good (B+, B, B-)**
Good use of language with some errors and mostly appropriate to the genre and audience

**Fair (C+, C, C-)**
Adequate use of language with some errors (sometimes major) although at times not appropriate to the genre and audience

**Marginal (D)**
Little evidence of adequate use of language for the genre and audience

**Failure (F)**

Inadequate use of language for the genre and audience

---

**Assessment Task**

Instructional video (30%)

**Criterion**

Multimodal design

**Excellent (A+, A, A-)**

Excellent understanding of affordances and constraints of the medium/process

Able to design creative and interesting visuals which effectively and appropriately support the video and utilize an appropriate variety of multimedia and visual effects

Shows extensive knowledge of the principles of digital multimodal composing

**Good (B+, B, B-)**

Good understanding of the affordances and constraints of the medium/process

Able to design visuals which appropriately support the video and utilize an appropriate variety of multimedia and visual effects.

Shows good knowledge of the principles of digital multimodal composing

**Fair (C+, C, C-)**

Adequate understanding of the affordances and constraints of the medium/process

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.

Shows some knowledge of the principles of digital multimodal composing

**Marginal (D)**

Little evidence of adequate understanding of the affordances and constraints of the medium/process

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.

Shows little knowledge of the principles of digital multimodal composing

**Failure (F)**

Inadequate understanding of the affordances and constraints of the medium/process

Unable to design appropriate visuals which support the presentation and utilize a range of visual aids. The visuals are very wordy and/or inappropriate.

Shows no knowledge of the principles of digital multimodal composing

**Assessment Task**
Analytical essay (35%)

**Criterion**
Content

**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 given situations

Arguments are clearly presented and are well-supported by the use of data and academic sources

Uses appropriate in-text citation and referencing techniques to support concepts in all instances

**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 given situations

Arguments are clearly presented and are well-supported by the use of data and academic sources most of the time

Uses appropriate in-text citation and referencing techniques to support concepts most of the time

**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 given situations

Arguments are presented and are supported by the use of data and academic sources occasionally

Uses appropriate in-text citation and referencing techniques to support concepts some of the time

**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 given situations

Arguments are presented and supported by evidence in a limited way

Rarely uses appropriate in-text citation and referencing techniques to support concepts

**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 given situations

Arguments are not clearly presented, and are not supported by any evidence

Does not use appropriate in-text citation and referencing techniques to support concepts

---

**Assessment Task**
Analytical essay (35%)

**Criterion**
Language

**Excellent (A+, A, A-)**
Excellent use of language with few errors and appropriate to the genre and audience

**Good (B+, B, B-)**
Good use of language with some errors and mostly appropriate to the genre and audience

**Fair (C+, C, C-)**
Adequate use of language with some errors (sometimes major) although at times not appropriate to the genre and audience

**Marginal (D)**
Little evidence of adequate use of language for the genre and audience

**Failure (F)**
Inadequate use of language for the genre and audience

---

**Assessment Task**
Participation (5%)

**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**

New literacies, digital literacies, new media genres, new media writing, affordances, digital tools, multimodal composition digital video, digital games

**Reading List**

**Compulsory Readings**

| | Title |
|---|---|
| 1 | Albarran, Alan B. and David H. Goff, eds. (2000). Understanding the Web. Ames: Iowa State University Press. |
| 2 | Berkman, Robert I. and Christopher A. Shumway. (2003). Digital Dilemmas: Ethical Issues for Online Media Professionals. Ames: Iowa State Press. |
| 3 | Berners-Lee, Tim. (2001). Weaving the Web. New York: HarperCollins Publishers. |
| 4 | Coulmas, F. (2013). Writing and Society: An Introduction. Cambridge: Cambridge University Press. |
| 5 | De Wolk, Roland. (2001). Introduction to Online Journalism.Boston: Allyn & Bacon. |
| 6 | Garrand, Timothy Paul (1997). Writing for multimedia: Entertainment, education, training advertising and the World Wide Web, Boston: Focal Press. |
| 7 | Garrison, Bruce (1996). Successful strategies for computer-assisted reporting. Mahwah, New Jersey: Erlbaum |
| 8 | 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. |
| 9 | Horton, William K. (1998). Designing and writing online documentation: Hypermedia for self-supporting products. New York: Wiley. |
| 10 | Jones, Rodney H., Hafner, Christoph A. (2012). Understanding digital literacies: A practical introduction. London: Routledge. |
| 11 | Korolenko, Michael (1996). Writing for multi-media: A guide and sourcebook for the digital writer. New York: Wadsworth. |
| 12 | McGuire, Mary (1999). The internet handbook for writers, researchers, and journalists. New York, The Guilford Press. |
| 13 | McMillan, Sam (1999). Writing for the Web and new media. New York, Sams |
| 14 | Marlow Eugene, Sileo, Janice (1996). Electronic public relations. Wadsworth Series in Mass Communication and Journalism. New York: Wadsworth. |
| 15 | Reddick, Randy (1997). The online journalist: using the Internet and other electronic resources. Fort Worth, Texas: Harcourt Brace College. |
| 16 | Rich, Carole  (1999). Creating online media: a guide to research, writing and design on the Internet. Boston: McGraw-Hill. |
| 17 | Rose, Marshall, T. (1993). The Internet message: closing the book with electronic mail. Englewood Cliffs, New Jersey: Prentice Hall. |
| 18 | Stovall, James Glen. (2004). Web Journalism. Boston: Allyn and Bacon. |
| 19 | Wood, Andrew F. (2001). Online Communication: Linking Technology, Identity, & Culture. Mahwah, NJ: Lawrence Erlbaum Associates. |
| 20 | Wysocki, Anne.Frances. Johnson-Eilola, Johndan. Selfe, Cynthia.L. Sirc, Geoffrey. (2004). Writing New Media: Theory and Applications. Utah: Utah State University Press. |

**Additional Readings**

| | Title |
|---|---|
| 1 | Borden, Diane L., and Kerric Harvey, eds. (1998). The Electronic Grapevine: Rumor, Reputation, and Reporting in the New Online Environment. Mahwah, NJ: Lawrence Erlbaum. |

| | |
|---|---|
| 2 | Brooks, Brian S. (1997). Journalism in the Information Age: A Guide to Computers for Reporters and Editors. Boston: Allyn and Bacon. |
| 3 | Burke, Colin B. (1994). Information and Secrecy: Vannevar Bush, Ultra, and the Other Memex. Metuchen, NJ: Scarecrow Press. |
| 4 | Callahan, Christopher. (2002) A Journalist's Guide to the Internet. Boston: Allyn and Bacon. |
| 5 | Campbell-Kelly, Martin and William Asprey. (1996). Computer: A History of the Information Machine.New York: BasicBooks. |
| 6 | Ceruzzi, Paul E. (1998). A History of Modern Computing. Cambridge: The MIT Press. |
| 7 | Dizard, Jr. Wilson. (2000). Old Media / New Media:Mass Communication in the Information Age. New York: Longman. |
| 8 | Fidler, Roger. (1997). Mediamorphosis: Understanding New Media. Thousand Oaks, CA: Pine Forge Press. |
| 9 | Garcia, Mario R. (1997). Redesigning Print for the Web. Indianapolis, IN: Hayden Books. |
| 10 | Garrison, Bruce. (1998). Computer-Assisted Reporting. 2nd ed.  Hillsdale, NJ: Lawrence Erlbaum. |
| 11 | 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. |
| 12 | Goldstein, Norm. (2002). The Associated Press Guide to Internet Research and Reporting. New York: Perseus Books Group. |
| 13 | Graziplene, Leonard R. (2000). Teletext: Its Promise and Demise. Cranbury, NJ: Lehigh University Press. |
| 14 | Gunter, Barrie. (2003). News and the Net. Mahwah, NJ: Lawrence Erlbaum. |
| 15 | 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. |
| 16 | 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. |
| 17 | Harper, Christopher. (1997). And That's the Way It Will Be: News and Information in a Digital World. New York: New York University Press. |
| 18 | Kaye, Barbara K. and Norman J. Medoff. (1999). The World Wide Web: A Mass Communication Perspective. Mountain View, CA: Mayfield Publishing Company. |
| 19 | Kawamoto, Kevin. (2003). Digital Journalism: Emerging Media and Changing Horizons of Journalism. Lanham, MD: Rowman & Littlefield. |
| 20 | Kress, Gunter (2003). Literacy in the New Media Age. London: Routledge. |
| 21 | Koch, Tom.(1991). Journalism for the 21st Century.Westport: CT: Greenwood Press. |
| 22 | Lubar, Steven. (1993).  InfoCulture: the Smithsonian Book of the Inventions of the Information Age. Boston: MA: Houghton Mifflin Company. |
| 23 | McGuire, Mary and Linda Stilborne, Melinda McAdams, Laurel Hyatt. (2000).  The Internet Handbook for Writers, Researchers, and Journalists.New York: The Guilford Press. |
| 24 | Martin, Shannon E. and Kathleen A. Hansen. (1998. Newspapers of Record in a Digital Age: From Hot Type to Hot Link. Westport, CT: Praeger. |
| 25 | Moschovitis, Christos J.P. History of the Internet. (1999). Santa Barbara, CA: ABC-CLIO. Negroponte, Nicholas. (1995). Being Digital. New York: Alfred A. Knopf. |
| 26 | Nielsen, Jakob and Marie Tahir. (2002). Jakob Nielsen's 50 Web Sites. Indianapolis, IN: New Riders Publishing. |
| 27 | Pavlik, John V. (2001). Journalism and New Media. New York: Columbia University Pres. |
| 28 | Postman, Neil. (1992). Technopoly: The Surrender of Culture to Technology. New York: Alfred A. Knopf. |
| 29 | Randall, Neil. (1997). The Soul of The Internet. New York: International Thomson Computer Press. |
| 30 | Reddick, Randy and Elliot King. (2000). The Online Journalist. 3rd ed.Fort Worth, TX: Harcourt Brace. |

| 31 | 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. |
|----|---|
| 32 | Segaller, Stephen. Nerds 2.0.1: A Brief History of the Internet. (1998). New York: TV Books. |
| 33 | Ward, Mike.(2002).  Journalism Online.Woburn, MA: Focal Press. |
| 34 | Wendland, Mike. (1999). Wired Journalist: Newsroom Guide to the Internet. 3rd ed. Washington, DC: RTNDA. |
| 35 | Weinberger, David. (2002). Small Pieces Loosely Joined. Cambridge, MA: Perseus Press. |
| 36 | Wickham, Kathleen, ed. (1998). Perspectives: Online Journalism. Boulder, Colarado: Coursewise Publishing. |