

EN4528: MULTIMODAL AND MEDIATED DISCOURSE

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Multimodal and Mediated Discourse

Subject Code

EN - English

Course Number

4528

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 purpose of this course is to develop students' understanding of multimodal and mediated communication. Students explore how the use of different kinds of media and modes in communication affects language use and the construction of social identities, relationships and social practices. Students learn how to conduct research on how people use discourse through various media to perform concrete actions in their daily lives, and they learn to analyse multimodal texts and interactions and discover how different modes work together with spoken and written language.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain the central principles, terms and analytical tools in mediated discourse analysis, multimodal discourse analysis and multimodal interaction analysis.		x	
2	Analyze situations involving mediated communication and discuss how the affordances and constraints of the media affect language use and interaction.		x	
3	Analyze multimodal texts, discovering how graphics and language work together to make meaning.		x	
4	Analyze the use of non-verbal modes in face-to-face interaction.		x	
5	Evaluate and critique multimodal and mediated communication for different purposes.	x	x	
6	Produce examples of effective multimodal and mediated communication in a variety of genres.		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	Teacher delivers interactive lectures in which students are introduced to the principles and practices of mediated and multimodal discourse analysis and work together with the teacher to analyze illustrative texts and interactions.	1, 2, 3, 4, 5	
2	Students engage in the analysis of texts in small group discussions with their peers.	1, 2, 3, 4, 5	
3	Students gather data from their own lives and analyze it.	1, 2, 3, 4	
4	Students work in groups to produce effective multimodal and mediated communication.	6	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks	
1	Students write an analytical essay in which they analyze an example of multimodal communication or multimodal interaction.	1, 3, 4, 5	40	
2	Students work in groups to produce a small portfolio of multimodal/multimedia communication.	5, 6	30	
3	Students take a test covering the major terms and concepts in mediated and multimodal discourse analysis.	1, 2, 3, 4	20	
4	Students actively and constructively participate in class discussions.	1, 2, 3, 4, 5, 6	10	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Analytical Essay

Excellent (A+, A, A-)

Able to choose, collect and transcribe appropriate data.

Able to select appropriate examples and apply appropriate principles and tools to yield a complete and insightful analysis, which identifies key features of the text and synthesizes findings in a coherent way in clear and accurate English with minimal usage errors.

Good (B+, B, B-)

Able to choose, collect and transcribe appropriate data.

Able to select appropriate examples and apply appropriate principles and tools to yield a complete analysis, which identifies key features of the text and describes them in a fairly organized way with few usage errors in English.

Fair (C+, C, C-)

Able to choose, collect and transcribe appropriate data.

Able to select appropriate examples and apply some appropriate principles and tools to yield an analysis, which identifies most key features of the text and describes them in mostly accurate English.

Marginal (D)

Able to choose, collect and analyse some key features and apply some principles and tools of analysis and/or express ideas with many usage errors.

Failure (F)

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

Assessment Task

2. Multimodal Portfolio

Excellent (A+, A, A-)

Able to demonstrate creativity and technical skill and to apply rhetorical, design and linguistic techniques to express a message in a clear and compelling way.

Good (B+, B, B-)

Able to demonstrate some creativity and technical skill and to apply rhetorical, design and linguistic techniques to express a message in a clear way.

Fair (C+, C, C-)

Able to demonstrate some creativity and technical skill and to apply rhetorical, design and linguistic techniques to express a message.

Marginal (D)

Able to demonstrate some creativity, or technical skill to express a message.

Failure (F)

Unable to communicate a message in a multimodal text.

Assessment Task

3. Class participation

Excellent (A+, A, A-)

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

Good (B+, B, B-)

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

Fair (C+, C, C-)

Satisfactory attendance and punctuality. Frequently participated actively and constructively in class and group activities.

Marginal (D)

Satisfactory attendance and punctuality. Participation in class and group activities was inconsistent.

Failure (F)

Failed to attend two or more classes or did not meaningfully engage with class and group activities.

Part III Other Information**Keyword Syllabus**

1. Mediated discourse analysis and nexus analysis 2. Mediated action 3. Cultural tools/mediational means 4. Time and space in mediated communication 5. Social groups and social practices in mediated communication 6. Sites of engagement and discourses in place 7. Attention and cognitive processing 8. Agency 9. The grammar of visual design 10. Analyzing film and video 11. Analyzing multimedia communication 12. Computer mediated communication 13. Non-verbal communication and multimodal interaction analysis

Reading List**Compulsory Readings**

	Title
1	Selected chapters from Kress, G. and van Leeuwen, T. (1996) Reading images: The grammar of visual design.
2	Selected chapters from Norris, S. and Jones, R. (2005) Discourse in Action: Introducing mediated discourse analysis. London: Routledge.
3	Selected chapters from O' Halloran, K. (2004) Multimodal discourse analysis: Systemic functional perspectives. New York: Continuum

Additional Readings

	Title
1	Kress, G. and van Leeuwen, T. (1996) Reading images: The grammar of visual design.
2	LeVine, Philip, and Ron Scollon (2004). Discourse and technology: Multimodal discourse analysis. Georgetown University Round Table on Languages and Linguistics: . Washington, DC: Georgetown University Press.
3	Norris, S. (2004) Analyzing multimodal interaction: A theoretical framework. London: Routledge.
4	Norris, S. and Jones, R. (2005) Discourse in Action: Introducing mediated discourse analysis. London: Routledge.
5	O' Halloran, K. (2004) Multimodal discourse analysis: Systemic functional perspectives. New York: Continuum
6	Scollon, Ron (1998) Mediated discourse as social interaction: An ethnographic study of news discourse. London: Longman.
7	Scollon, Ron (2001) Mediated discourse: The nexus of practice. London: Routledge.
8	Scollon, Ron and Suzie Wong Scollon (2003) Discourses in place: Language in the material world. London: Routledge.

9	Scollon, Ron and Suzie Wong Scollon (2004) <i>Nexus analysis: Discourse and the emerging Internet</i> . London: Routledge.
10	Scollon, Ron. (2008) <i>Analyzing public Discourse: Discourse analysis in the making of public policy</i> . Abingdon, Oxon: Routledge.
11	Van Leeuwen, T. and Jewitt, C. (2001) <i>Handbook of visual analysis</i> . Sage.
12	Jewitt, Carey. (2010) <i>The Routledge handbook of multimodal analysis</i> . Lond. Routledge.