City University of Hong Kong Course Syllabus

offered by Department of English with effect from Semester B 2023 / 2024

Part I Course Overv	riew
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)	curricu	very-end ulum red ng outco	lated
			(please	e tick priate)	where
			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%			

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.	ı	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	CII	CILO No.			Weighting*	Remarks	
	1	2	3	4	5		
Continuous Assessment: 100%							
Video essay	X		X	X		50%	
This assessment task is							
designed to help students							
understand and critically							
evaluate new literacy practices.							
Students will be required to:							

Describe a digital technology that is shaping practices of reading, writing and communicating. Evaluate that technology in terms of its impact on social life and language learning from the perspective of relevant scholarship, mainstream media, and the public. Essay and project plan This assessment task is designed to help students develop skills to design, create and critically evaluate a digital project for language teaching and learning. Students will use the concepts and methodologies covered in the course. Students will be required to: Review examples of inspiring pedagogically oriented academic articles that describe applications of technology to language teaching: Synthesize a set of pedagogical principles to inform the design of digital project; Create a simple project plan.							
This assessment task is designed to help students develop skills to design, create and critically evaluate a digital project for language teaching and learning. Students will use the concepts and methodologies covered in the course. Students will be required to: • Review examples of inspiring pedagogically oriented academic articles that describe applications of technology to language teaching; • Synthesize a set of pedagogical principles to inform the design of digital projects; • Create a simple project plan. Examination:% (duration:, if applicable)	technology that is shaping practices of reading, writing and communicating. • Evaluate that technology in terms of its impact on social life and language learning from the perspective of relevant scholarship, mainstream media, and						
designed to help students develop skills to design, create and critically evaluate a digital project for language teaching and learning. Students will use the concepts and methodologies covered in the course. Students will be required to: • Review examples of inspiring pedagogically oriented academic articles that describe applications of technology to language teaching; • Synthesize a set of pedagogical principles to inform the design of digital projects; • Create a simple project plan. Examination:% (duration:, if applicable)	Essay and project plan	X	X		X	50%	
inspiring pedagogically oriented academic articles that describe applications of technology to language teaching; • Synthesize a set of pedagogical principles to inform the design of digital projects; • Create a simple project plan. Examination:% (duration:, if applicable)	designed to help students develop skills to design, create and critically evaluate a digital project for language teaching and learning. Students will use the concepts and methodologies covered in the course. Students						
	 inspiring pedagogically oriented academic articles that describe applications of technology to language teaching; Synthesize a set of pedagogical principles to inform the design of digital projects; Create a simple project 						
		 ,	if ap	plica	ble)	1000/	Г

Examination: ____% (duration: * 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)
Video essay	Organization and content	Able to present	Able to present	Able to present	Unable to present
	60%	information in a clearly	information in an	information in an	information in an
		organized and	organized and	adequately/marginally	adequately organized and
		creative/original way,	somewhat	organized and	creative/original way.
		using effective	creative/original way,	creative/original way,	The body of the
		signposting with an	using appropriate	using some signposting,	presentation is poorly
		attention-grabbing	signposting, with a	with a brief opening, a	organized. Poor
		opening, an effectively	clear opening, a clear	fairly/marginally	understanding
		organized body, and a	body, and a clear	organized body, and a	demonstrated by poor
		memorable	conclusion/ending.	short conclusion.	selection of sources,
		conclusion/ending.	Good understanding	Satisfactory/marginal	presentation of data, and
		Excellent	demonstrated through	understanding	interpretations.
		understanding	good selection of	demonstrated by	
		demonstrated through	sources, presentation of	satisfactory selection of	
		excellent selection of	data, and	sources, presentation of	
		sources, presentation of	interpretations.	data, and interpretations.	
		data, and			
		interpretations.			
	Multimedia and visual effects	Able to design creative	Able to design visuals	Able to design visuals	Unable to design
	20%	and interesting visuals	which appropriately	which are	appropriate visuals which
		which effectively and	support the	adequatey/marginally	support the presentation
		appropriately support	documentary and	appropriate, support the	and utilize a range of
		the documentary and	utilize an appropriate	documentary	visual aids. The visuals
		utilize an appropriate	pace, variety of	fairly/marginally well,	are very wordy and/or
		pace, variety of	multimedia and visual	and utilize a somewhat	inappropriate.
		multimedia and visual	effects.	appropriate pace,	
		effects, e.g. soundtrack,		somewhat limited and/or	
		video clips, pictures,		somewhat inappropriate	
		objects, graphs,		range of multimedia and	
		diagrams, tables.		visual effects.	

	Language and delivery 20%	Able to express and deliver ideas in fluent, accurate English with few errors (of grammar, vocabulary, pronunciation), using appropriate language for the context.	Able to express and deliver ideas in fluent, accurate English with some errors, using mostly appropriate language for the context.	Able to express and deliver ideas in fairly/marginally fluent, accurate English with some errors, using failry/marginally appropriate language for the context.	The documentary is difficult to understand because of language issues.
Essay and project plan		Provides an excellent review of the specific application of chosen technology in language teaching. Refers to a range of clearly relevant literature and sources are always appropriately referenced. Provides an excellent synthesis of pedagogical principles and an excellent example of their application in a very clearly articulated and very well-considered project plan. The project uses new technology in an appropriate, creative, and student-centered way.	Provides a good review of the specific application of chosen technology in language teaching. Refers to a range of relevant literature and sources are mostly appropriately referenced. Provides a good synthesis of pedagogical principles and a good example of their application in a mostly clearly articulated and mostly well-considered project plan. The project mostly uses new technology in an appropriate, creative, and student-centered way.	Provides an adequate/marginal review of the specific application of chosen technology in language teaching. Refers to some relevant literature and sources are sometimes appropriately referenced. Provides an adequate/marginal synthesis of pedagogical principles and an adequate/marginal example of their application in an adequately/marginally clearly articulated and adequately/marginally well-considered project plan. The project sometimes uses new technology in an appropriate, creative, and student-centered way.	All aspects of the review are inadequate. All aspects of the project plan are inadequate.

Applicable to students admitted before Semester A 2022/23

Assessment	Criterion	Excellent	Good	Fair	Marginal	Failure
Task		(A+, A, A-)	(B+, B, B-)	(C+, C, C-)	(D)	(F)
Video Essay	Organization and content (60%)	Able to present	Able to present	Able to present	Little evidence of	Unable to present
		information in a clearly	information in an	information in a	ability to present	information in an
		organized and	organized and	moderately organized	information in an	adequately
		creative/original way,	somewhat	and moderately	adequately	organized and
		using effective	creative/original way,	creative/original way,	organized and	creative/original
		signposting with an	using appropriate	using some signposting,	creative/original	way. The body of
		attention-grabbing	signposting, with a	with a brief opening, a	way, with a brief	the presentation is
		opening, an effectively	clear opening, a clear	moderately organized	opening, a	poorly organized.
		organized body, and a	body, and a clear	body, and a short	moderately	Poor understanding
		memorable	conclusion/ending.	conclusion. Satisfactory	organized body, and	demonstrated by
		conclusion/ending.	Good understanding	understanding	a short conclusion.	poor selection of
		Excellent	demonstrated through	demonstrated by	Marginal	sources,
		understanding	good selection of	satisfactory selection of	understanding	presentation of
		demonstrated through	sources, presentation of	sources, presentation of	demonstrated by a	data, and
		excellent selection of	data, and	data, and	barely satisfactory	interpretations.
		sources, presentation of	interpretations.	interpretations.	selection of sources,	
		data, and			presentation of data,	
		interpretations.			and interpretations.	
	Multimedia and visual effects 20%	Able to design creative	Able to design visuals	Able to design visuals	Little evidence of	Unable to design
		and interesting visuals	which appropriately	which are moderately	ability to design	appropriate visuals
		which effectively and	support the	appropriate, support the	visuals which are	which support the
		appropriately support	documentary and	documentary	mostly appropriate,	presentation and

		4h a da anna a 1 1				
		the documentary and	utilize an appropriate	moderately well, and	support the	utilize a range of
		utilize an appropriate	pace, variety of	utilize a somewhat	documentary most	visual aids. The
		pace, variety of	multimedia and visual	appropriate pace,	of the time, utilize	visuals are very
		multimedia and visual	effects.	somewhat limited	an appropriate pace	wordy and/or
		effects, e.g. soundtrack,		and/or somewhat	and range of visual	inappropriate.
		video clips, pictures,		inappropriate range of	aids. The visuals	
		objects, graphs,		multimedia and visual	may be very wordy	
		diagrams, tables.		effects.	and/or	
					inappropriate.	
	Language and delivery 20%	Able to express and	Able to express and	Able to express and	Little evidence of	The documentary is
	denvery 2070	deliver ideas in fluent,	deliver ideas in fluent,	deliver ideas in	ability to express	difficult to
		accurate English with	accurate English with	somewhat fluent,	and deliver ideas in	understand because
		few errors (of	some errors, using	accurate English with	mostly fluent,	of language issues.
		grammar, vocabulary,	mostly appropriate	some errors, using	accurate English	
		pronunciation), using	language for the	somewhat appropriate	with some errors,	
		appropriate language	context.	language for the	using mostly	
		for the context.		context.	appropriate	
					language for the	
					context.	
Essay and		Provides an excellent	Provides a good	Provides an	Provides an	All aspects of the
project plan		review of the specific	review of the specific	adequate review of	marginal review	review are
		application of chosen	application of chosen	the specific	of the specific	inadequate. All
		technology in	technology in	application of	application of	aspects of the
		language teaching.	language teaching.	chosen technology	chosen	project plan are
		Refers to a range of	Refers to a range of	in language	technology in	inadequate.
			relevant literature			madequate.
		clearly relevant	reievant interature	teaching. Refers to	language	

teaching. Refers literature and sources and sources are some relevant are always mostly appropriately literature and to only little referenced. Provides relevant literature appropriately sources are referenced. Provides a good synthesis of sometimes and sources are an excellent synthesis pedagogical only occasionally appropriately of pedagogical referenced. Provides principles and a good appropriately principles and an example of their referenced. an adequate excellent example of Provides a application in a synthesis of their application in a mostly clearly pedagogical marginal very clearly articulated and principles and an synthesis of articulated and very mostly welladequate example of pedagogical well-considered considered project their application in principles and a project plan. The plan. The project an adequately marginal example project uses new mostly uses new clearly articulated of their technology in an technology in an and adequately wellapplication in an considered project appropriate, creative, appropriate, creative, marginally clearly and student-centered and student-centered plan. The project articulated and sometimes uses new marginally wellway. way. considered project technology in an appropriate, creative, plan. The project and student-centered only occasionally way. uses new technology in an appropriate, creative, and student-centered way.

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.	Pegrum, M. (2019). Digital literacies in language education: Janaina Cardoso interviews Mark
	Pegrum. Matraga - Revista Do Programa de Pós-Graduação Em Letras Da UERJ, 26(47),
	Article 47. https://doi.org/10.12957/matraga.2019.44077
2.	Sauro, S., & Zourou, K. (2019). What are the digital wilds? Language Learning & Technology,
	23(1), 1–7. https://www.lltjournal.org/item/895/
3.	Hafner, C. A. (2020). Digital Literacies for English Language Learners. In X. Gao (Ed.), Second
	Handbook of English Language Teaching (pp. 1–20). Springer International
	Publishing. https://doi.org/10.1007/978-3-319-58542-0_46-1
4.	Belcher, D. (2017). On becoming facilitators of multimodal composing and digital
	design. Journal of Second Language Writing, 80–85. https://doi.org/10.1016/j.jslw.2017.10.004
5.	Reinhardt, J., & Thorne, S. L. (2019). Digital Literacies as Emergent Multifarious Literacies. In
	N. Arnold & L. Ducate (Eds.), Engaging language learners through CALL: from theory and
	research to informed practice (pp. 208–239). Equinox Publishing Ltd.
6.	Klimanova, L. (2021). The evolution of identity research in CALL: From scripted chatrooms to
	engaged construction of the digital self. <i>Language Learning</i> , 25(3), 186–204.
7.	Beckett, G. H., & Slater, T. (2005). The Project Framework: A tool for language, content, and
	skills integration. ELT Journal, 59(2), 108–116. https://doi.org/10.1093/eltj/cci024
8.	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.
9.	Chik, A. (2014). Digital gaming and language learning: Autonomy and community. <i>Language</i>
	Learning & Technology, 18(2), 85–100.
10.	Luzón, M. J., & Pérez-Llantada, C. (2019). Connecting traditional and new genres: Trends and
	emerging themes. In MJ. Luzón & C. Pérez-Llantada (Eds.), Science communication on the
	internet (pp. 1–18). John Benjamins.